



**University of Zagreb**  
**Centre for Croatian Studies**



Borongajska cesta 83d, HR-10000 Zagreb

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**ECTS Information Package**  
**for Academic Year 2013/2014**  
**Course Catalogue – Graduate Study**

Accepted by the Council of the Centre for Croatian Studies  
on February 11th, 2014

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## Study Programs

## Philosophy - Teaching Stream (120 ECTS)

Qualification awarded: Master of Arts of Education in Philosophy  
(mag. educ. phil.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Didactics (96487) Ninčević, M.	LI	45 (30+15+0)	I
3.0	Legal Basis and Pedagogical Documentation (53900) Pranjić, M.	LI	30 (30+0+0)	I
4.0	Metaphysics 2 (53880) Grgić, F.	LI	30 (0+30+0)	I
3.0	Methods of Teaching Philosophy (53908) Bracanović, T.	LI	30 (30+0+0)	I
5.0	Philosophy of Science I (53883) Bracanović, T.	LI	30 (30+0+0)	I
5.0	Political and Legal Philosophy (53882) Talanga, J.	LI	30 (30+0+0)	I
ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Coherentism (Epistemology) (117076) Čuljak, Z.	LI	30 (15+15+0)	I, 3
5.0	Issues in Utilitarianism [Ethics] (117081) Bracanović, T.	L3	30 (0+30+0)	I, 3
4.0	Kripke, Naming and Necessity (Philosophy of Language) (117077) Janović, T.	LI	30 (15+15+0)	I, 3
5.0	Philosophical Hermeneutics (79384) Kordić, I.	LI	30 (15+15+0)	I, 2, 3, 4
5.0	Philosophy of Religion (79385) Pavlović, A.	LI	30 (15+15+0)	I, 2, 3, 4
4.0	Philosophy of Science 2 (53894) Janović, T.	LI	30 (0+30+0)	I, 2, 3, 4
ECTS	DIPL-NS-smjer (4407): Media Pedagogy or School Pedagogy	Eng. Lev.	Study Hours	Sem.
3.0	Media Education (57234) Labaš, D.	L2	30 (30+0+0)	I
3.0	School Pedagogy (57253) Pranjić, M.	LI	30 (30+0+0)	I
ECTS	FIL-dipl (5034): Aesthetics 2 or Philosophy of Science 2	Eng. Lev.	Study Hours	Sem.
4.0	Philosophy of Science 2 (53894) Janović, T.	LI	30 (0+30+0)	I, 2, 3, 4
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Developmental Psychology (57269) Delale, E.	LI	30 (30+0+0)	2

4.0	Epistemology 2: Obligatory Seminar (53887) Čuljak, Z.	LI	3 <sup>0</sup> (0+30+0)	2
4.0	Ethics 2: Obligatory Seminar (53888) Bracanović, T.	LI	3 <sup>0</sup> (0+30+0)	2
4.0	Pedagogy (53901) Ninčević, M.	L2	3 <sup>0</sup> (30+0+0)	2
4.0	Pedagogy for Teachers (118629) Pranjić, M.	LI	3 <sup>0</sup> (30+0+0)	2
ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Aesthetic Properties and Forgeries (117083) Pečnjak, D.	LI	3 <sup>0</sup> (15+15+0)	2, 4
4.0	Analitic Philosophy in the 20 th Century (117135) Čuljak, Z.	LI	3 <sup>0</sup> (15+15+0)	2, 4
4.0	Moral Enhancement (Ethics) (117139) Bracanović, T.	LI	3 <sup>0</sup> (0+30+0)	2, 4
5.0	Non-Classical Logics (95332) Kovač, S.	LI	3 <sup>0</sup> (15+15+0)	2, 4
5.0	Philosophical Hermeneutics (79384) Kordić, I.	LI	3 <sup>0</sup> (15+15+0)	1, 2, 3, 4
5.0	Philosophy of Religion (79385) Pavlović, A.	LI	3 <sup>0</sup> (15+15+0)	1, 2, 3, 4
4.0	Philosophy of Science 2 (53894) Janović, T.	LI	3 <sup>0</sup> (0+30+0)	1, 2, 3, 4
5.0	Predication and Its Logics. Classical Ontology and Changeability (117142) Kovač, S.	L3	3 <sup>0</sup> (15+15+0)	2, 4
5.0	Self-Deception (117143) Janović, T.	L3	3 <sup>0</sup> (0+30+0)	2, 4
ECTS	DIPL-NS-smjer (4408): Required elective group_2nd semester	Eng. Lev.	Study Hours	Sem.
3.0	Croatian Educators - the Enlightenment (61956) Korade, M.	LI	3 <sup>0</sup> (15+15+0)	2
3.0	Domestic Violence (57272) Cajner Mraović, I.	Lo	3 <sup>0</sup> (30+0+0)	2
<b>3rd semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Philosophy of Mind and Cognitive Science (53893) Janović, T.	LI	3 <sup>0</sup> (30+0+0)	3
5.0	Practical Exercises I(Philosophy) (85441) Pranjić, M.	LI	3 <sup>0</sup> (0+0+30)	3
ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Coherentism(Epistemology) (117076) Čuljak, Z.	LI	3 <sup>0</sup> (15+15+0)	1, 3
5.0	Issues in Utilitarianism [Ethics] (117081) Bracanović, T.	L3	3 <sup>0</sup> (0+30+0)	1, 3
4.0	Kripke, Naming and Necessity(Philosophy of Language) (117077) Janović, T.	LI	3 <sup>0</sup> (15+15+0)	1, 3
5.0	Philosophical Hermeneutics (79384) Kordić, I.	LI	3 <sup>0</sup> (15+15+0)	1, 2, 3, 4
5.0	Philosophy of Religion (79385) Pavlović, A.	LI	3 <sup>0</sup> (15+15+0)	1, 2, 3, 4
4.0	Philosophy of Science 2 (53894) Janović, T.	LI	3 <sup>0</sup> (0+30+0)	1, 2, 3, 4

ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Educational Integration of Children with Special Needs (85456) Dulčić, A.	LI	60 (30+0+30)	3, 4
3.0	Education in the Age of Antiquity (118717) Ninčević, M.; Pranjić, M.	LI	30 (15+15+0)	3
5.0	Emotions and Moral Education (85440) Pranjić, M.	LI	30 (15+15+0)	3
3.0	Media in Education (61961) Labaš, D.	Lo	30 (15+15+0)	3
<b>4th semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Correlation Practicum in the Methodology of Teaching (125930) Ninčević, M.; Martinić-Jerčić, Z.	LI	30 (0+15+15)	4
20.0	Diploma Thesis (53899)	Lo	0 (0+0+0)	4
ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Aesthetic Properties and Forgeries (117083) Pećnjak, D.	LI	30 (15+15+0)	2, 4
4.0	Analitic Philosophy in the 20 th Century (117135) Čuljak, Z.	LI	30 (15+15+0)	2, 4
4.0	Moral Enhancement (Ethics) (117139) Bracanović, T.	LI	30 (0+30+0)	2, 4
5.0	Non-Classical Logics (95332) Kovač, S.	LI	30 (15+15+0)	2, 4
5.0	Philosophical Hermeneutics (79384) Kordić, I.	LI	30 (15+15+0)	1, 2, 3, 4
5.0	Philosophy of Religion (79385) Pavlović, A.	LI	30 (15+15+0)	1, 2, 3, 4
4.0	Philosophy of Science 2 (53894) Janović, T.	LI	30 (0+30+0)	1, 2, 3, 4
5.0	Predication and Its Logics. Classical Ontology and Changeability (117142) Kovač, S.	L3	30 (15+15+0)	2, 4
5.0	Self-Deception (117143) Janović, T.	L3	30 (0+30+0)	2, 4
ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Educational Integration of Children with Special Needs (85456) Dulčić, A.	LI	60 (30+0+30)	3, 4
3.0	Educational Psychology (125926) Ninčević, M.	Lo	30 (30+0+0)	4

## Philosophy - Science Stream (120 ECTS)

Qualification awarded: Master of Arts in Philosophy  
(mag. phil.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Metaphysics 2 (53880) Grgić, F.	LI	30 (0+30+0)	I
5.0	Philosophy of Science I (53883) Bracanović, T.	LI	30 (30+0+0)	I
5.0	Political and Legal Philosophy (53882) Talanga, J.	LI	30 (30+0+0)	I
ECTS	FIL-dipl (4389): Non profession-specific and/or profession-specific elective cou	Eng. Lev.	Study Hours	Sem.
4.0	Coherentism(Epistemology) (117076) Čuljak, Z.	LI	30 (15+15+0)	I, 3
4.0	Didactics (96487) Ninčević, M.	LI	45 (30+15+0)	I, 3
4.0	Didactics in the School (118628) Pranjić, M.	L2	30 (30+0+0)	I, 2, 3, 4
5.0	Educational Integration of Children with Special Needs (85456) Dulčić, A.	LI	60 (30+0+30)	I, 2, 3, 4
3.0	Education in the Age of Antiquity (118717) Ninčević, M.; Pranjić, M.	LI	30 (15+15+0)	I, 3
5.0	Emotions and Moral Education (85440) Pranjić, M.	LI	30 (15+15+0)	I, 3
5.0	Issues in Utilitarianism [Ethics] (117081) Bracanović, T.	L3	30 (0+30+0)	I, 3
4.0	Kripke, Naming and Necessity(Philosophy of Language) (117077) Janović, T.	LI	30 (15+15+0)	I, 3
3.0	Legal Basis and Pedagogical Documentation (53900) Pranjić, M.	LI	30 (30+0+0)	I, 3
3.0	Media Education (57234) Labaš, D.	L2	30 (30+0+0)	I, 3
3.0	Media in Education (61961) Labaš, D.	Lo	30 (15+15+0)	I, 3
3.0	Methods of Teaching Philosophy (53908) Bracanović, T.	LI	30 (30+0+0)	I, 3
4.0	Pedagogy for Teachers (118629) Pranjić, M.	LI	30 (30+0+0)	I, 2, 3, 4
5.0	Philosophical Hermeneutics (79384) Kordić, I.	LI	30 (15+15+0)	I, 2, 3, 4
5.0	Philosophy of Religion (79385) Pavlović, A.	LI	30 (15+15+0)	I, 2, 3, 4
4.0	Philosophy of Science 2 (53894) Janović, T.	LI	30 (0+30+0)	I, 2, 3, 4
3.0	School Pedagogy (57253) Pranjić, M.	LI	30 (30+0+0)	I, 3
ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Coherentism(Epistemology) (117076) Čuljak, Z.	LI	30 (15+15+0)	I, 3

5.0	Issues in Utilitarianism [Ethics] (117081) Bracanović, T.	L3	30 (0+30+0)	I, 3
4.0	Kripke, Naming and Necessity (Philosophy of Language) (117077) Janović, T.	L1	30 (15+15+0)	I, 3
5.0	Philosophical Hermeneutics (79384) Kordić, I.	L1	30 (15+15+0)	I, 2, 3, 4
5.0	Philosophy of Religion (79385) Pavlović, A.	L1	30 (15+15+0)	I, 2, 3, 4
4.0	Philosophy of Science 2 (53894) Janović, T.	L1	30 (0+30+0)	I, 2, 3, 4
ECTS	FIL-dipl (5034): Aesthetics 2 or Philosophy of Science 2	Eng. Lev.	Study Hours	Sem.
4.0	Philosophy of Science 2 (53894) Janović, T.	L1	30 (0+30+0)	I, 2, 3, 4
<b>2nd semester, 1st year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Epistemology 2: Obligatory Seminar (53887) Čuljak, Z.	L1	30 (0+30+0)	2
4.0	Ethics 2: Obligatory Seminar (53888) Bracanović, T.	L1	30 (0+30+0)	2
ECTS	FIL-dipl (4389): Non profession-specific and/or profession-specific elective cou	Eng. Lev.	Study Hours	Sem.
4.0	Aesthetic Properties and Forgeries (117083) Pećnjak, D.	L1	30 (15+15+0)	2, 4
4.0	Analytic Philosophy in the 20th Century (117135) Čuljak, Z.	L1	30 (15+15+0)	2, 4
3.0	Croatian Educators - the Enlightenment (61956) Korade, M.	L1	30 (15+15+0)	2, 4
3.0	Developmental Psychology (57269) Delale, E.	L1	30 (30+0+0)	2, 4
4.0	Didactics in the School (118628) Pranjić, M.	L2	30 (30+0+0)	I, 2, 3, 4
3.0	Domestic Violence (57272) Cajner Mraović, I.	Lo	30 (30+0+0)	2, 4
5.0	Educational Integration of Children with Special Needs (85456) Dulčić, A.	L1	60 (30+0+30)	I, 2, 3, 4
3.0	Educational Psychology (125926) Ninčević, M.	Lo	30 (30+0+0)	2, 4
4.0	Moral Enhancement (Ethics) (117139) Bracanović, T.	L1	30 (0+30+0)	2, 4
5.0	Non-Classical Logics (95332) Kovač, S.	L1	30 (15+15+0)	2, 4
4.0	Pedagogy (53901) Ninčević, M.	L2	30 (30+0+0)	2, 4
4.0	Pedagogy for Teachers (118629) Pranjić, M.	L1	30 (30+0+0)	I, 2, 3, 4
5.0	Philosophical Hermeneutics (79384) Kordić, I.	L1	30 (15+15+0)	I, 2, 3, 4
5.0	Philosophy of Religion (79385) Pavlović, A.	L1	30 (15+15+0)	I, 2, 3, 4
4.0	Philosophy of Science 2 (53894) Janović, T.	L1	30 (0+30+0)	I, 2, 3, 4
5.0	Predication and Its Logics. Classical Ontology and Changeability (117142) Kovač, S.	L3	30 (15+15+0)	2, 4
5.0	Self-Deception (117143) Janović, T.	L3	30 (0+30+0)	2, 4

ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Aesthetic Properties and Forgeries (117083) Pećnjak, D.	LI	30 (15+15+0)	2, 4
4.0	Analitic Philosophy in the 20 th Century (117135) Čuljak, Z.	LI	30 (15+15+0)	2, 4
4.0	Moral Enhancement (Ethics) (117139) Bracanović, T.	LI	30 (0+30+0)	2, 4
5.0	Non-Classical Logics (95332) Kovač, S.	LI	30 (15+15+0)	2, 4
5.0	Philosophical Hermeneutics (79384) Kordić, I.	LI	30 (15+15+0)	I, 2, 3, 4
5.0	Philosophy of Religion (79385) Pavlović, A.	LI	30 (15+15+0)	I, 2, 3, 4
4.0	Philosophy of Science 2 (53894) Janović, T.	LI	30 (0+30+0)	I, 2, 3, 4
5.0	Predication and Its Logics. Classical Ontology and Changeability (117142) Kovač, S.	L3	30 (15+15+0)	2, 4
5.0	Self-Deception (117143) Janović, T.	L3	30 (0+30+0)	2, 4
<b>3rd semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Philosophy of Mind and Cognitive Science (53893) Janović, T.	LI	30 (30+0+0)	3
1.0	Scientific Research Methodology (53897) Bracanović, T.	LI	30 (15+15+0)	3
ECTS	FIL-dipl (4389): Non profession-specific and/or profession-specific elective cou	Eng. Lev.	Study Hours	Sem.
4.0	Coherentism(Epistemology) (117076) Čuljak, Z.	LI	30 (15+15+0)	I, 3
4.0	Didactics (96487) Ninčević, M.	LI	45 (30+15+0)	I, 3
4.0	Didactics in the School (118628) Pranjić, M.	L2	30 (30+0+0)	I, 2, 3, 4
5.0	Educational Integration of Children with Special Needs (85456) Dulčić, A.	LI	60 (30+0+30)	I, 2, 3, 4
3.0	Education in the Age of Antiquity (118717) Ninčević, M.; Pranjić, M.	LI	30 (15+15+0)	I, 3
5.0	Emotions and Moral Education (85440) Pranjić, M.	LI	30 (15+15+0)	I, 3
5.0	Issues in Utilitarianism [Ethics] (117081) Bracanović, T.	L3	30 (0+30+0)	I, 3
4.0	Kripke, Naming and Necebity(Philosophy of Language) (117077) Janović, T.	LI	30 (15+15+0)	I, 3
3.0	Legal Basis and Pedagogical Documentation (53900) Pranjić, M.	LI	30 (30+0+0)	I, 3
3.0	Media Education (57234) Labaš, D.	L2	30 (30+0+0)	I, 3
3.0	Media in Education (61961) Labaš, D.	Lo	30 (15+15+0)	I, 3
3.0	Methods of Teaching Philosophy (53908) Bracanović, T.	LI	30 (30+0+0)	I, 3
4.0	Pedagogy for Teachers (118629) Pranjić, M.	LI	30 (30+0+0)	I, 2, 3, 4
5.0	Philosophical Hermeneutics (79384) Kordić, I.	LI	30 (15+15+0)	I, 2, 3, 4

5.0	Philosophy of Religion (79385) Pavlović, A.	LI	30 (15+15+0)	1, 2, 3, 4
4.0	Philosophy of Science 2 (53894) Janović, T.	LI	30 (0+30+0)	1, 2, 3, 4
3.0	School Pedagogy (57253) Pranjić, M.	LI	30 (30+0+0)	1, 3
ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Coherentism(Epistemology) (117076) Čuljak, Z.	LI	30 (15+15+0)	1, 3
5.0	Issues in Utilitarianism [Ethics] (117081) Bracanović, T.	L3	30 (0+30+0)	1, 3
4.0	Kripke, Naming and Necessity(Philosophy of Language) (117077) Janović, T.	LI	30 (15+15+0)	1, 3
5.0	Philosophical Hermeneutics (79384) Kordić, I.	LI	30 (15+15+0)	1, 2, 3, 4
5.0	Philosophy of Religion (79385) Pavlović, A.	LI	30 (15+15+0)	1, 2, 3, 4
4.0	Philosophy of Science 2 (53894) Janović, T.	LI	30 (0+30+0)	1, 2, 3, 4
<b>4th semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
20.0	Diploma Thesis (53899)	Lo	0 (0+0+0)	4
ECTS	FIL-dipl (4389): Non profession-specific and/or profession-specific elective course	Eng. Lev.	Study Hours	Sem.
4.0	Aesthetic Properties and Forgeries (117083) Pečnjak, D.	LI	30 (15+15+0)	2, 4
4.0	Analytic Philosophy in the 20th Century (117135) Čuljak, Z.	LI	30 (15+15+0)	2, 4
3.0	Croatian Educators - the Enlightenment (61956) Korade, M.	LI	30 (15+15+0)	2, 4
3.0	Developmental Psychology (57269) Delale, E.	LI	30 (30+0+0)	2, 4
4.0	Didactics in the School (118628) Pranjić, M.	L2	30 (30+0+0)	1, 2, 3, 4
3.0	Domestic Violence (57272) Cajner Mraović, I.	Lo	30 (30+0+0)	2, 4
5.0	Educational Integration of Children with Special Needs (85456) Dulčić, A.	LI	60 (30+0+30)	1, 2, 3, 4
3.0	Educational Psychology (125926) Ninčević, M.	Lo	30 (30+0+0)	2, 4
4.0	Moral Enhancement (Ethics) (117139) Bracanović, T.	LI	30 (0+30+0)	2, 4
5.0	Non-Classical Logics (95332) Kovač, S.	LI	30 (15+15+0)	2, 4
4.0	Pedagogy (53901) Ninčević, M.	L2	30 (30+0+0)	2, 4
4.0	Pedagogy for Teachers (118629) Pranjić, M.	LI	30 (30+0+0)	1, 2, 3, 4
5.0	Philosophical Hermeneutics (79384) Kordić, I.	LI	30 (15+15+0)	1, 2, 3, 4
5.0	Philosophy of Religion (79385) Pavlović, A.	LI	30 (15+15+0)	1, 2, 3, 4
4.0	Philosophy of Science 2 (53894) Janović, T.	LI	30 (0+30+0)	1, 2, 3, 4



5.0	Predication and Its Logics. Classical Ontology and Changeability (117142) Kovač, S.	L3	3 <sup>0</sup> (15+15+0)	2, 4
5.0	Self-Deception (117143) Janović, T.	L3	3 <sup>0</sup> (0+30+0)	2, 4
ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Aesthetic Properties and Forgeries (117083) Pečnjak, D.	L1	3 <sup>0</sup> (15+15+0)	2, 4
4.0	Analitic Philosophy in the 20 th Century (117135) Čuljak, Z.	L1	3 <sup>0</sup> (15+15+0)	2, 4
4.0	Moral Enhancement (Ethics) (117139) Bracanović, T.	L1	3 <sup>0</sup> (0+30+0)	2, 4
5.0	Non-Classical Logics (95332) Kovač, S.	L1	3 <sup>0</sup> (15+15+0)	2, 4
5.0	Philosophical Hermeneutics (79384) Kordić, I.	L1	3 <sup>0</sup> (15+15+0)	I, 2, 3, 4
5.0	Philosophy of Religion (79385) Pavlović, A.	L1	3 <sup>0</sup> (15+15+0)	I, 2, 3, 4
4.0	Philosophy of Science 2 (53894) Janović, T.	L1	3 <sup>0</sup> (0+30+0)	I, 2, 3, 4
5.0	Predication and Its Logics. Classical Ontology and Changeability (117142) Kovač, S.	L3	3 <sup>0</sup> (15+15+0)	2, 4
5.0	Self-Deception (117143) Janović, T.	L3	3 <sup>0</sup> (0+30+0)	2, 4

## Communication Sciences (120 ECTS)

Qualification awarded: Master of Arts in Communication Sciences  
(mag. comm.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Mass Communication Research Methodology (57208) Burić, I.	Lo	30 (15+15+0)	1
5.0	Media Management (57209) Jurišić, J.	L2	30 (15+15+0)	1
ECTS	KOM-dipl (4397): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Culture, Identity and Globalization (57218) Šišak, M.	L2	30 (15+15+0)	1, 2, 3
5.0	History of Croatian Cinema (61935) Zima, D.	L1	30 (30+0+0)	1, 3
5.0	Introduction to Sociolinguistics (118579) Labaš, D.; Miškulin Saletović, L.	L2	30 (15+15+0)	1, 2, 3
4.0	Journalism as a Profession: Practicum (57212) Zgrabljic Rotar, N.	L2	60 (0+0+60)	1, 3
5.0	Mass Communication: Political Aspects (57211) Jergović, B.; Lovrić, I.	L2	30 (15+15+0)	1, 3
5.0	Mass Communication: Sociological Aspects (64752) Labaš, D.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Media and Bioethics (64815) Labaš, D.	L2	30 (15+15+0)	1, 2, 3
3.0	Media Education (57234) Labaš, D.	L2	30 (30+0+0)	1, 3
5.0	Philosophy of Communication (64817) Janović, T.	L2	30 (15+15+0)	1, 3
5.0	Production Process in the Media: Practicum (64751) Zgrabljic Rotar, N.	Lo	30 (0+0+30)	1, 2, 3, 4
5.0	Public Opinion and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	1, 3
4.0	Public Promotion of Science (57236) Jurišić, J.	L2	30 (15+15+0)	1, 2, 3
5.0	Public Relations: Legal and Ethical Standards (64756) Milas, Z.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Public Relations Practicum (64753) Tomić, Z.	L2	30 (0+0+30)	1, 2, 3, 4
5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Speaking and Presentation Skills in English (66554) Beljo, A.	Lo	60 (0+0+60)	1, 2, 3
5.0	Speaking and Presentation Skills in German (96366) Miškulin Saletović, L.	L2	60 (0+60+0)	1, 2, 3
ECTS	KOM-dipl (5041): MEDIA	Eng. Lev.	Study Hours	Sem.
4.0	Journalism as a Profession: Practicum (57212) Zgrabljic Rotar, N.	L2	60 (0+0+60)	1, 3
5.0	Mass Communication: Political Aspects (57211) Jergović, B.; Lovrić, I.	L2	30 (15+15+0)	1, 3

5.0	Production Process in the Media: Practicum (64751) Zgrabljic Rotar, N.	L0	30 (0+0+30)	I, 2, 3, 4
5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+15+0)	I, 2, 3, 4
ECTS	KOM-dipl (5042): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.
5.0	Public Opinion and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	I, 3
5.0	Public Relations: Legal and Ethical Standards (64756) Milas, Z.	L2	30 (15+15+0)	I, 2, 3, 4
5.0	Public Relations Practicum (64753) Tomić, Z.	L2	30 (0+0+30)	I, 2, 3, 4
ECTS	KOM-dipl (5043): MASS COMMUNICATION RESEARCH	Eng. Lev.	Study Hours	Sem.
5.0	Mass Communication: Sociological Aspects (64752) Labaš, D.	L2	30 (15+15+0)	I, 2, 3, 4
5.0	Public Opinion and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	I, 3
5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+15+0)	I, 2, 3, 4
<b>2nd semester, 1st year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Media Effectiveness (57210) Zgrabljic Rotar, N.	L2	30 (15+15+0)	2
ECTS	KOM-dipl (3988): Mass Communication Research: Specialist working group 4.	Eng. Lev.	Study Hours	Sem.
3.0	Practicum - Mass Communication Research Methods (57215) Labaš, D.	L2	30 (0+0+30)	2
ECTS	KOM-dipl (4392): Specialist working group 1. [2nd semester]	Eng. Lev.	Study Hours	Sem.
5.0	New Media and Digital Marketing (76156) Jurišić, J.	L2	30 (0+0+30)	2
5.0	The Media: A Critical Approach (96364) Janović, T.	L2	30 (0+30+0)	2
ECTS	KOM-dipl (4393): MEDIA: Specialist working group 2.	Eng. Lev.	Study Hours	Sem.
4.0	TV Journalism (57245) Mihaljević, V.	L2	30 (0+0+30)	2
ECTS	KOM-dipl (4396): PUBLIC RELATIONS: Specialist working group 3.	Eng. Lev.	Study Hours	Sem.
4.0	Image, Reputation Management and Lobbying (57248) Zgrabljic Rotar, N.	L1	30 (0+0+30)	2
4.0	Media Training (57249) Zgrabljic Rotar, N.	L2	30 (0+0+30)	2
ECTS	KOM-dipl (4397): Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	An Introduction to Global Communication (76152) Labaš, D.	L2	30 (15+15+0)	2
5.0	Croatian Press in the Diaspora (57237) Vulić, S.	L1	30 (15+15+0)	2
5.0	Culture, Identity and Globalization (57218) Šišak, M.	L2	30 (15+15+0)	I, 2, 3
5.0	Geopolitics and Global Security (64842) Jurišić, J.	L2	30 (15+15+0)	2

5.0	Great Directors of European Cinema (64816) Labaš, D.	L2	30 (15+15+0)	2
5.0	Introduction to Sociolinguistics (118579) Labaš, D.; Miškulin Saletović, L.	L2	30 (15+15+0)	1, 2, 3
5.0	Mass Communication and Journalism in the Contemporary World (57213) Jurišić, J.	L2	30 (15+15+0)	2, 4
5.0	Mass Communication: Sociological Aspects (64752) Labaš, D.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Media and Bioethics (64815) Labaš, D.	L2	30 (15+15+0)	1, 2, 3
5.0	Media and National Security (57242) Perešin, A.	Lo	30 (15+15+0)	2
5.0	Media Communications and Public Relations (96365)	L2	30 (15+15+0)	2
4.0	Media Training (57249) Zgrabljic Rotar, N.	L2	30 (0+0+30)	2
5.0	Production Process in the Media: Practicum (64751) Zgrabljic Rotar, N.	Lo	30 (0+0+30)	1, 2, 3, 4
4.0	Public Promotion of Science (57236) Jurišić, J.	L2	30 (15+15+0)	1, 2, 3
5.0	Public Relations: Legal and Ethical Standards (64756) Milas, Z.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Public Relations Practicum (64753) Tomić, Z.	L2	30 (0+0+30)	1, 2, 3, 4
4.0	Risk Management and Crisis Communication (57217) Tomić, Z.	L2	30 (0+15+15)	2, 4
5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Science in the Media (57240) Jergović, B.	L2	30 (15+15+0)	2
5.0	Self-Deception (117143) Janović, T.	L3	30 (0+30+0)	2
5.0	Speaking and Presentation Skills in English (66554) Beljo, A.	Lo	60 (0+0+60)	1, 2, 3
5.0	Speaking and Presentation Skills in German (96366) Miškulin Saletović, L.	L2	60 (0+60+0)	1, 2, 3
5.0	Strategic Thinking (57250) Tomić, Z.	L2	30 (0+0+30)	2, 4
	(118578) Labaš, D.; Miškulin Saletović, L.	L2	30 (15+15+0)	2
ECTS	KOM-dipl (5041): MEDIA	Eng. Lev.	Study Hours	Sem.
5.0	Mass Communication and Journalism in the Contemporary World (57213) Jurišić, J.	L2	30 (15+15+0)	2, 4
5.0	Production Process in the Media: Practicum (64751) Zgrabljic Rotar, N.	Lo	30 (0+0+30)	1, 2, 3, 4
5.0	Psychology of Mass Media and Mass Communication (64750) Jurišić, J.	Lo	30 (15+15+0)	2, 4
5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+15+0)	1, 2, 3, 4
ECTS	KOM-dipl (5042): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.
5.0	Psychology of Mass Media and Mass Communication (64750) Jurišić, J.	Lo	30 (15+15+0)	2, 4
5.0	Public Relations: Legal and Ethical Standards (64756) Milas, Z.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Public Relations Practicum (64753) Tomić, Z.	L2	30 (0+0+30)	1, 2, 3, 4

4.0	Risk Management and Crisis Communication (57217) Tomić, Z.	L2	30 (0+15+15)	2, 4
5.0	Strategic Thinking (57250) Tomić, Z.	L2	30 (0+0+30)	2, 4
ECTS	KOM-dipl (5043): MASS COMMUNICATION RESEARCH	Eng. Lev.	Study Hours	Sem.
5.0	Mass Communication: Sociological Aspects (64752) Labaš, D.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Psychology of Mass Media and Mass Communication (64750) Jurišić, J.	Lo	30 (15+15+0)	2, 4
5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+15+0)	1, 2, 3, 4
<b>3rd semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Mass Communication: Cultural Aspects (63567) Zgrabljic Rotar, N.	L2	30 (15+15+0)	3
5.0	Research Project (63570) Burić, I.; Labaš, D.; Šimičević, V.; Šišak, M.; Vulić, S.	L2	30 (15+15+0)	3
ECTS	KOM-dipl (4397): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Culture, Identity and Globalization (57218) Šišak, M.	L2	30 (15+15+0)	1, 2, 3
5.0	History of Croatian Cinema (61935) Zima, D.	L1	30 (30+0+0)	1, 3
5.0	Introduction to Sociolinguistics (118579) Labaš, D.; Miškulin Saletović, L.	L2	30 (15+15+0)	1, 2, 3
4.0	Journalism as a Profession: Practicum (57212) Zgrabljic Rotar, N.	L2	60 (0+0+60)	1, 3
5.0	Mass Communication: Political Aspects (57211) Jergović, B.; Lovrić, I.	L2	30 (15+15+0)	1, 3
5.0	Mass Communication: Sociological Aspects (64752) Labaš, D.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Media and Bioethics (64815) Labaš, D.	L2	30 (15+15+0)	1, 2, 3
3.0	Media Education (57234) Labaš, D.	L2	30 (30+0+0)	1, 3
5.0	Philosophy of Communication (64817) Janović, T.	L2	30 (15+15+0)	1, 3
5.0	Production Process in the Media: Practicum (64751) Zgrabljic Rotar, N.	Lo	30 (0+0+30)	1, 2, 3, 4
5.0	Public Opinion and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	1, 3
4.0	Public Promotion of Science (57236) Jurišić, J.	L2	30 (15+15+0)	1, 2, 3
5.0	Public Relations: Legal and Ethical Standards (64756) Milas, Z.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Public Relations Practicum (64753) Tomić, Z.	L2	30 (0+0+30)	1, 2, 3, 4
5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Speaking and Presentation Skills in English (66554) Beljo, A.	Lo	60 (0+0+60)	1, 2, 3
5.0	Speaking and Presentation Skills in German (96366) Miškulin Saletović, L.	L2	60 (0+60+0)	1, 2, 3

ECTS	KOM-dipl (5041): MEDIA	Eng. Lev.	Study Hours	Sem.
4.0	Journalism as a Profession: Practicum (57212) Zgrabljic Rotar, N.	L2	60 (0+0+60)	1, 3
5.0	Mass Communication: Political Aspects (57211) Jergović, B.; Lovrić, I.	L2	30 (15+15+0)	1, 3
5.0	Production Process in the Media: Practicum (64751) Zgrabljic Rotar, N.	Lo	30 (0+0+30)	1, 2, 3, 4
5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+15+0)	1, 2, 3, 4
ECTS	KOM-dipl (5042): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.
5.0	Public Opinion and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	1, 3
5.0	Public Relations: Legal and Ethical Standards (64756) Milas, Z.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Public Relations Practicum (64753) Tomić, Z.	L2	30 (0+0+30)	1, 2, 3, 4
ECTS	KOM-dipl (5043): MASS COMMUNICATION RESEARCH	Eng. Lev.	Study Hours	Sem.
5.0	Mass Communication: Sociological Aspects (64752) Labaš, D.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Public Opinion and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	1, 3
5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+15+0)	1, 2, 3, 4
<b>4th semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
30.0	Graduate work (64886)	Lo	0 (0+0+0)	4
ECTS	KOM-dipl (5041): MEDIA	Eng. Lev.	Study Hours	Sem.
5.0	Mass Communication and Journalism in the Contemporary World (57213) Jurišić, J.	L2	30 (15+15+0)	2, 4
5.0	Production Process in the Media: Practicum (64751) Zgrabljic Rotar, N.	Lo	30 (0+0+30)	1, 2, 3, 4
5.0	Psychology of Mass Media and Mass Communication (64750) Jurišić, J.	Lo	30 (15+15+0)	2, 4
5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+15+0)	1, 2, 3, 4
ECTS	KOM-dipl (5042): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.
5.0	Psychology of Mass Media and Mass Communication (64750) Jurišić, J.	Lo	30 (15+15+0)	2, 4
5.0	Public Relations: Legal and Ethical Standards (64756) Milas, Z.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Public Relations Practicum (64753) Tomić, Z.	L2	30 (0+0+30)	1, 2, 3, 4
4.0	Risk Management and Crisis Communication (57217) Tomić, Z.	L2	30 (0+15+15)	2, 4
5.0	Strategic Thinking (57250) Tomić, Z.	L2	30 (0+0+30)	2, 4

ECTS	KOM-dipl (5043): MASS COMMUNICATION RESEARCH	Eng. Lev.	Study Hours	Sem.
5.0	Mass Communication: Sociological Aspects (64752) Labaš, D.	L2	30 (15+15+0)	1, 2, 3, 4
5.0	Psychology of Mass Media and Mass Communication (64750) Jurišić, J.	Lo	30 (15+15+0)	2, 4
5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+15+0)	1, 2, 3, 4

## Croatian Studies - Teaching Stream (120 ECTS)

Qualification awarded: Master of Arts of Education in Croatology  
(mag. educ. croat.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	I
3.0	Legal Basis and Pedagogical Documentation (53900) Pranjić, M.	L1	30 (30+0+0)	I
5.0	Lexicology and Lexicography of the Croatian Language (57131) Tafra, B.	L1	30 (30+0+0)	I
3.0	Methods of Teaching Croatian (57254) Grčević, M.	L1	30 (30+0+0)	I
5.0	Overview of the History of World Literature (57148) Piskač, D.	L1	60 (30+15+15)	I
ECTS	DIPL-NS-smjer (4407): Media Pedagogy or School Pedagogy	Eng. Lev.	Study Hours	Sem.
3.0	Media Education (57234) Labaš, D.	L2	30 (30+0+0)	I
3.0	School Pedagogy (57253) Pranjić, M.	L1	30 (30+0+0)	I
ECTS	KRO-dipl (4423): Elective courses 1, 1st semester (science stream)	Eng. Lev.	Study Hours	Sem.
4.0	Theory of Language (57150) Tafra, B.	L1	30 (30+0+0)	I
ECTS	KRO-dipl (4425): Elective courses 2	Eng. Lev.	Study Hours	Sem.
5.0	Chakavian Literary and Linguistic Heritage (57143) Vulić, S.	L1	30 (15+15+0)	I, 3
5.0	Development of the Croatian language (61936) Holzer, G.	L1	30 (30+0+0)	I, 3
5.0	Regional and Universal in Croatian Art (57144) Vukičević-Samaržija, D.	L1	30 (15+15+0)	I, 3
4.0	The Interpretation of Literary Text (57155) Piskač, D.	L1	30 (15+15+0)	I, 3
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Developmental Psychology (57269) Delale, E.	L1	30 (30+0+0)	2
5.0	Overview of the History of Croatian Literature (57149) Piskač, D.	L1	60 (30+15+15)	2
4.0	Pedagogy (53901) Ninčević, M.	L2	30 (30+0+0)	2
ECTS	DIPL-NS-smjer (4408): Required elective group_2nd semester	Eng. Lev.	Study Hours	Sem.
3.0	Croatian Educators - the Enlightenment (61956) Korade, M.	L1	30 (15+15+0)	2



3.0	Domestic Violence (57272) Cajner Mraović, I.	Lo	30 (30+0+0)	2
ECTS	KRO-dipl (4424): Elective courses 1, 2nd semester (science stream)	Eng. Lev.	Study Hours	Sem.
5.0	Croatian Standard Language (57151) Tafra, B.	LI	30 (15+15+0)	2
5.0	Theory of Literature (57152) Piskač, D.	LI	30 (30+0+0)	2
ECTS	KRO-dipl (4425): Elective courses 2	Eng. Lev.	Study Hours	Sem.
5.0	Animal Studies (61937) Zaradija Kiš, A.	LI	30 (15+15+0)	2
5.0	Contemporary Croatian Literature in the Old Diaspora (57145) Vulić, S.	LI	30 (15+15+0)	2
5.0	Croatian Press in the Diaspora (57237) Vulić, S.	LI	30 (15+15+0)	2
5.0	Dubrovnik Republic in the Context of Croatian Cultural History (57147) Stojan, S.	LI	30 (30+0+0)	2
4.0	Introduction to Comparative Literature (57156) Zima, D.	LI	30 (15+15+0)	2
5.0	Kajkavian Literary Heritage. (57146) Jembrih, A.	LI	30 (15+15+0)	2
4.0	Miroslav Krleža (37885) Zima, D.	LI	30 (15+15+0)	2
4.0	Stylistics (57157) Piskač, D.	LI	30 (15+15+0)	2
<b>3rd semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Literature for Youth (61939) Zima, D.	LI	30 (15+15+0)	3
5.0	Practical Exercises I(Croatian Studies) (86957) Pranjić, M.	LI	30 (0+0+30)	3
5.0	Word Formation in the Croatian Language (61938) Vulić, S.	LI	30 (15+15+0)	3
ECTS	KRO-dipl (4425): Elective courses 2	Eng. Lev.	Study Hours	Sem.
5.0	Chakavian Literary and Linguistic Heritage (57143) Vulić, S.	LI	30 (15+15+0)	1, 3
5.0	Development of the Croatian language (61936) Holzer, G.	LI	30 (30+0+0)	1, 3
5.0	Regional and Universal in Croatian Art (57144) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 3
4.0	The Interpretation of Literary Text (57155) Piskač, D.	LI	30 (15+15+0)	1, 3
ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Educational Integration of Children with Special Needs (85456) Dulčić, A.	LI	60 (30+0+30)	3, 4
3.0	Education in the Age of Antiquity (118717) Ninčević, M.; Pranjić, M.	LI	30 (15+15+0)	3
5.0	Emotions and Moral Education (85440) Pranjić, M.	LI	30 (15+15+0)	3
3.0	Media in Education (61961) Labaš, D.	Lo	30 (15+15+0)	3

4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Correlation Practicum in the Methodology of Teaching (125930) Ninčević, M.; Martinić-Jerčić, Z.	LI	30 (0+15+15)	4
20.0	Graduate work (64813)	Lo	0 (0+0+0)	4
ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Educational Integration of Children with Special Needs (85456) Dulčić, A.	LI	60 (30+0+30)	3, 4
3.0	Educational Psychology (125926) Ninčević, M.	Lo	30 (30+0+0)	4

## Croatian Studies - Science Stream (120 ECTS)

Qualification awarded: Master of Arts in Croatology  
(mag. croat.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Croatian Writers of European Reference (57132) Zima, D.	LI	30 (15+15+0)	1
5.0	Lexicology and Lexicography of the Croatian Language (57131) Tafra, B.	LI	30 (30+0+0)	1
5.0	Literature and Culture of Croats in the Diaspora (57133) Vulić, S.	LI	30 (15+15+0)	1
5.0	Literature and Culture of the Croats in the Diaspora (57134) Jembrih, A.	LI	30 (15+15+0)	1
ECTS	KRO-dipl (4425): Elective courses 2	Eng. Lev.	Study Hours	Sem.
5.0	Chakavian Literary and Linguistic Heritage (57143) Vulić, S.	LI	30 (15+15+0)	1, 3
5.0	Development of the Croatian language (61936) Holzer, G.	LI	30 (30+0+0)	1, 3
5.0	Regional and Universal in Croatian Art (57144) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 3
4.0	The Interpretation of Literary Text (57155) Piskač, D.	LI	30 (15+15+0)	1, 3
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Heritage of Other Cultures in the Croatian Culture (57135) Katičić, R.; Šišak, M.	LI	30 (30+0+0)	2
5.0	History of Christianity in Croatia (57136) Korade, M.	LI	30 (30+0+0)	2
ECTS	KRO-dipl (4422): Elective courses I, 2nd semester (science stream)	Eng. Lev.	Study Hours	Sem.
5.0	Croatia Protected Natural and Cultural Heritage (57139) Jembrih, A.	LI	30 (30+0+0)	2
5.0	Introduction to the Science of Culture: Croatian Culture as Part of National and European Identity (57137) Gvozdanić, J.	LI	30 (30+0+0)	2
5.0	Kajkavian Literary Heritage. (57146) Jembrih, A.	LI	30 (15+15+0)	2, 4
5.0	Philosophy and Culture: Croatia in the European Context (57138) Šišak, M.	LI	30 (30+0+0)	2
ECTS	KRO-dipl (4425): Elective courses 2	Eng. Lev.	Study Hours	Sem.
5.0	Animal Studies (61937) Zaradija Kiš, A.	LI	30 (15+15+0)	2, 4
5.0	Contemporary Croatian Literature in the Old Diaspora (57145) Vulić, S.	LI	30 (15+15+0)	2, 4
5.0	Croatian Press in the Diaspora (57237) Vulić, S.	LI	30 (15+15+0)	2, 4

5.0	Dubrovnik Republic in the Context of Croatian Cultural History (57147) Stojan, S.	LI	3 <sup>0</sup> (30+0+0)	2, 4
4.0	Introduction to Comparative Literature (57156) Zima, D.	LI	3 <sup>0</sup> (15+15+0)	2, 4
5.0	Kajkavian Literary Heritage. (57146) Jembrih, A.	LI	3 <sup>0</sup> (15+15+0)	2, 4
4.0	Miroslav Krleža (37885) Zima, D.	LI	3 <sup>0</sup> (15+15+0)	2, 4
4.0	Stylistics (57157) Piskač, D.	LI	3 <sup>0</sup> (15+15+0)	2, 4

## 3rd semester, 2nd year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	History of Croatian Cinema (61935) Zima, D.	LI	3 <sup>0</sup> (30+0+0)	3
5.0	Introduction to Scientific Research (61243) Tafra, B.	Lo	3 <sup>0</sup> (30+0+0)	3
ECTS	KRO-dipl (4425): Elective courses 2	Eng. Lev.	Study Hours	Sem.
5.0	Chakavian Literary and Linguistic Heritage (57143) Vulić, S.	LI	3 <sup>0</sup> (15+15+0)	1, 3
5.0	Development of the Croatian language (61936) Holzer, G.	LI	3 <sup>0</sup> (30+0+0)	1, 3
5.0	Regional and Universal in Croatian Art (57144) Vukičević-Samaržija, D.	LI	3 <sup>0</sup> (15+15+0)	1, 3
4.0	The Interpretation of Literary Text (57155) Piskač, D.	LI	3 <sup>0</sup> (15+15+0)	1, 3
ECTS	KRO-dipl(5388) -:Elective courses (1.)-2nd semester (science stream)	Eng. Lev.	Study Hours	Sem.
5.0	Croatian Culture in within Mediterranean and Western Culture (57142) Prosperov Novak, S.	LI	3 <sup>0</sup> (30+0+0)	3
5.0	Multiculturalism, Multilingualism and Cultural Heritage (57141) Gvozdanić, J.	Lo	3 <sup>0</sup> (30+0+0)	3
5.0	Religious Elements of Croatian Culture (57140) Korade, M.	LI	3 <sup>0</sup> (30+0+0)	3

## 4th semester, 2nd year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
20.0	Graduate work (64813)	Lo	0 (0+0+0)	4
ECTS	KRO-dipl (4425): Elective courses 2	Eng. Lev.	Study Hours	Sem.
5.0	Animal Studies (61937) Zaradija Kiš, A.	LI	3 <sup>0</sup> (15+15+0)	2, 4
5.0	Contemporary Croatian Literature in the Old Diaspora (57145) Vulić, S.	LI	3 <sup>0</sup> (15+15+0)	2, 4
5.0	Croatian Press in the Diaspora (57237) Vulić, S.	LI	3 <sup>0</sup> (15+15+0)	2, 4
5.0	Dubrovnik Republic in the Context of Croatian Cultural History (57147) Stojan, S.	LI	3 <sup>0</sup> (30+0+0)	2, 4
4.0	Introduction to Comparative Literature (57156) Zima, D.	LI	3 <sup>0</sup> (15+15+0)	2, 4
5.0	Kajkavian Literary Heritage. (57146) Jembrih, A.	LI	3 <sup>0</sup> (15+15+0)	2, 4

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4.0	Miroslav Krleža (37885) Zima, D.	LI	3 <sup>0</sup> (15+15+0)	2, 4
4.0	Stylistics (57157) Piskač, D.	LI	3 <sup>0</sup> (15+15+0)	2, 4

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## Croatian Latinity (120 ECTS)

Qualification awarded: Master of Arts of Education in Latin, Roman Literature and Croatian Latinity  
(mag. educ. class. et. Croat. lat.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Latin Paleography and Epigraphy (86899) Šanjek, F.	Lo	60 (30+15+15)	1
5.0	Overview of Latinity in the Age of Humanism and the Renaissance (118518) Knezović, P.	LI	30 (30+0+0)	1
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Elementary Greek (86900) Martinić-Jerčić, Z.	LI	30 (0+15+15)	2
6.0	Genres of Latinity in the Age of Humanism and the Renaissance (118520) Demo, Š.	LI	60 (0+30+30)	2
5.0	Overview of Latinity in the Post-Renaissance Period (118519) Tvrčković, T.	LI	30 (30+0+0)	2
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Overview of Medieval Latinity (118521) Knezović, P.	LI	30 (30+0+0)	3
6.0	Post-Renaissance Latinity Genres (118522) Demo, Š.	LI	60 (0+30+30)	3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
20.0	Master Thesis (118526) Knezović, P.	Lo	0 (0+0+0)	4
4.0	Oral Latin (94511) Demo, Š.	LI	30 (0+15+15)	4
5.0	Textology (118523)	LI	30 (15+15+0)	4

## History - Teaching Stream (120 ECTS)

Qualification awarded: Master of Arts of Education in History  
(mag. educ. hist.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Didactics (96487) Ninčević, M.	LI	45 (30+15+0)	I
5.0	Economic History (53921) Manin, M.	LI	30 (30+0+0)	I
3.0	Legal Basis and Pedagogical Documentation (53900) Pranjić, M.	LI	30 (30+0+0)	I
3.0	Methods of Teaching History (53907) Vitek, D.	LI	30 (30+0+0)	I
5.0	Political History (53922) Jukić, I.	LI	30 (30+0+0)	I
ECTS	DIPL-NS-smjer (4407): Media Pedagogy or School Pedagogy	Eng. Lev.	Study Hours	Sem.
3.0	Media Education (57234) Labaš, D.	L2	30 (30+0+0)	I
3.0	School Pedagogy (57253) Pranjić, M.	LI	30 (30+0+0)	I
ECTS	POV-dipl (4411): Elective courses	Eng. Lev.	Study Hours	Sem.
3.0	Court, King and Nobility in Early Modern Europe (79186) Jukić, I.	LI	30 (0+30+0)	I, 3
4.0	Dictatorships in Central Europe (57170) Cipek, T.	LI	30 (15+15+0)	I, 3
3.0	Emigrating from Croatia: History and Issues (96413) Korade, M.	LI	30 (0+30+0)	I, 3
5.0	German for Historians (61981) Miškulin Saletović, L.	LI	30 (0+0+30)	I, 3
5.0	Latin Paleography and Epigraphy (79218) Šanjek, F.	Lo	60 (30+15+15)	I, 3
3.0	Law and Justice in Medieval Croatia (96411) Popić, T.	Lo	30 (0+30+0)	I, 3
5.0	Medieval Latin (57169) Knezović, P.	LI	30 (0+30+0)	I, 3
4.0	Migrations the Adriatic and Mediterranean from the 16th to the 18th Century (118586) Bertoša, M.	Lo	30 (0+30+0)	I, 3
5.0	Military History (57176) Nazor, A.	Lo	30 (15+15+0)	I, 3
3.0	Modern and Contemporary History of Bosnia and Herzegovina (79192) Lučić, I.	Lo	30 (0+30+0)	I, 3
4.0	Museums and Historical Science (61982) Tomorad, M.	Lo	30 (0+30+0)	I, 3
4.0	Roman Legal Tradition in European History (61999) Petrač, M.	LI	30 (0+30+0)	I, 3
4.0	Social Development and Rise of Eastern Mediterranean Civilisations (86939) Tomorad, M.	L2	30 (0+30+0)	I, 3

4.0	The Croatian Economy and Population in the 19th and the first Half of the 20th Century (118587) Korade, M.	LI	3 <sup>0</sup> (0+30+0)	1, 3
3.0	The Life of a Provincial Family in Ancient Times (79210) Tomorad, M.	LI	3 <sup>0</sup> (0+30+0)	1, 3
3.0	The Ustasha Movement (96452)	LI	3 <sup>0</sup> (0+30+0)	1, 3
5.0	War in European History - The Homeland War (79095) Nazor, A.	LI	3 <sup>0</sup> (15+15+0)	1, 3
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Cultural History (53920) Korade, M.	L2	3 <sup>0</sup> (30+0+0)	2
3.0	Developmental Psychology (57269) Delale, E.	LI	3 <sup>0</sup> (30+0+0)	2
4.0	Pedagogy (53901) Ninčević, M.	L2	3 <sup>0</sup> (30+0+0)	2
4.0	Pedagogy for Teachers (118629) Pranjić, M.	LI	3 <sup>0</sup> (30+0+0)	2
5.0	Social History (53923) Ančić, M.	LI	3 <sup>0</sup> (30+0+0)	2
ECTS	DIPL-NS-smjer (4408): Required elective group_2nd semester	Eng. Lev.	Study Hours	Sem.
3.0	Croatian Educators - the Enlightenment (61956) Korade, M.	LI	3 <sup>0</sup> (15+15+0)	2
3.0	Domestic Violence (57272) Cajner Mraović, I.	Lo	3 <sup>0</sup> (30+0+0)	2
ECTS	POV-dipl (4411): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Archival and Historical Sciences (57164) Ćosić, S.	LI	3 <sup>0</sup> (15+15+0)	2, 4
3.0	Bosnia and Herzegovina, Serbia and Montenegro throughout the 19th Century (96449) Dizdar, Z.	Lo	3 <sup>0</sup> (0+30+0)	2, 4
4.0	Egyptological Studies: Introduction (62009) Tomorad, M.	Lo	3 <sup>0</sup> (0+30+0)	2, 4
2.0	Field trip (64858) Vitek, D.	Lo	1 <sup>0</sup> (0+0+10)	2, 4
3.0	Food and the Modern Period (86950) Jukić, I.	LI	3 <sup>0</sup> (0+30+0)	2, 4
5.0	History and Archeology (62008) Tomorad, M.	L2	3 <sup>0</sup> (30+0+0)	2, 4
4.0	History of Palestine (96412) Tomorad, M.	L2	3 <sup>0</sup> (0+30+0)	2, 4
3.0	Protest and Revolution in the 20th and 21st Century (118581) Jukić, I.	Lo	3 <sup>0</sup> (0+30+0)	2, 4
4.0	Relations between Church and State (57168) Korade, M.	LI	3 <sup>0</sup> (15+15+0)	2, 4
3.0	Reproduction and Preservation of Social Elites from the Roman Empire to Post-Communist Regimes (96376) Ančić, M.	LI	3 <sup>0</sup> (0+30+0)	2, 4
4.0	Roman Military in Croatia (102942) Tomorad, M.	Lo	3 <sup>0</sup> (0+30+0)	2, 4
4.0	The Ancient Roads and Communications on Croatian Territory (62011) Tomorad, M.	LI	3 <sup>0</sup> (0+30+0)	2, 4



3.0	Two Sides of War: Participants, Heroes, Losers and Deserters (16th - 19th Century) (86949) Bertoša, M.	LI	3 <sup>0</sup> (0+30+0)	2, 4
<b>3rd semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	History of Education (61954) Korade, M.	LI	3 <sup>0</sup> (30+0+0)	3
5.0	Practical Exercises I((History) (86955) Pranjić, M.	LI	3 <sup>0</sup> (0+0+30)	3
5.0	Theory of History (61951) Vitek, D.	LI	3 <sup>0</sup> (30+0+0)	3
ECTS	POV-dipl (4411): Elective courses	Eng. Lev.	Study Hours	Sem.
3.0	Court, King and Nobility in Early Modern Europe (79186) Jukić, I.	LI	3 <sup>0</sup> (0+30+0)	1, 3
4.0	Dictatorships in Central Europe (57170) Cipek, T.	LI	3 <sup>0</sup> (15+15+0)	1, 3
3.0	Emigrating from Croatia: History and Issues (96413) Korade, M.	LI	3 <sup>0</sup> (0+30+0)	1, 3
5.0	German for Historians (61981) Miškulin Saletović, L.	LI	3 <sup>0</sup> (0+0+30)	1, 3
5.0	Latin Paleography and Epigraphy (79218) Šanjek, F.	Lo	6 <sup>0</sup> (30+15+15)	1, 3
3.0	Law and Justice in Medieval Croatia (96411) Popić, T.	Lo	3 <sup>0</sup> (0+30+0)	1, 3
5.0	Medieval Latin (57169) Knezović, P.	LI	3 <sup>0</sup> (0+30+0)	1, 3
4.0	Migrations the Adriatic and Mediterranean from the 16th to the 18th Century (118586) Bertoša, M.	Lo	3 <sup>0</sup> (0+30+0)	1, 3
5.0	Military History (57176) Nazor, A.	Lo	3 <sup>0</sup> (15+15+0)	1, 3
3.0	Modern and Contemporary History of Bosnia and Herzegovina (79192) Lučić, I.	Lo	3 <sup>0</sup> (0+30+0)	1, 3
4.0	Museums and Historical Science (61982) Tomorad, M.	Lo	3 <sup>0</sup> (0+30+0)	1, 3
4.0	Roman Legal Tradition in European History (61999) Petrak, M.	LI	3 <sup>0</sup> (0+30+0)	1, 3
4.0	Social Development and Rise of Eastern Mediterranean Civilisations (86939) Tomorad, M.	L2	3 <sup>0</sup> (0+30+0)	1, 3
4.0	The Croatian Economy and Population in the 19th and the first Half of the 20th Century (118587) Korade, M.	LI	3 <sup>0</sup> (0+30+0)	1, 3
3.0	The Life of a Provincial Family in Ancient Times (79210) Tomorad, M.	LI	3 <sup>0</sup> (0+30+0)	1, 3
3.0	The Ustasha Movement (96452) Nazor, A.	LI	3 <sup>0</sup> (0+30+0)	1, 3
5.0	War in European History - The Homeland War (79095) Nazor, A.	LI	3 <sup>0</sup> (15+15+0)	1, 3
ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Educational Integration of Children with Special Needs (85456) Dulčić, A.	LI	6 <sup>0</sup> (30+0+30)	3, 4
3.0	Education in the Age of Antiquity (118717) Ninčević, M.; Pranjić, M.	LI	3 <sup>0</sup> (15+15+0)	3

5.0	Emotions and Moral Education (85440) Pranjić, M.	LI	3 <sup>0</sup> (15+15+0)	3
3.0	Media in Education (61961) Labaš, D.	Lo	3 <sup>0</sup> (15+15+0)	3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Correlation Practicum in the Methodology of Teaching (125930) Ninčević, M.; Martinić-Jerčić, Z.	LI	3 <sup>0</sup> (0+15+15)	4
20.0	Diploma Thesis (Teaching Stream) (64812)	Lo	0 (0+0+0)	4
ECTS	POV-dipl (4411): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Archival and Historical Sciences (57164) Čosić, S.	LI	3 <sup>0</sup> (15+15+0)	2, 4
3.0	Bosnia and Herzegovina, Serbia and Montenegro throughout the 19th Century (96449) Dizdar, Z.	Lo	3 <sup>0</sup> (0+30+0)	2, 4
4.0	Egyptological Studies: Introduction (62009) Tomorad, M.	Lo	3 <sup>0</sup> (0+30+0)	2, 4
2.0	Field trip (64858) Vitek, D.	Lo	10 (0+0+10)	2, 4
3.0	Food and the Modern Period (86950) Jukić, I.	LI	3 <sup>0</sup> (0+30+0)	2, 4
5.0	History and Archeology (62008) Tomorad, M.	L2	3 <sup>0</sup> (30+0+0)	2, 4
4.0	History of Palestine (96412) Tomorad, M.	L2	3 <sup>0</sup> (0+30+0)	2, 4
3.0	Protest and Revolution in the 20th and 21st Century (118581) Jukić, I.	Lo	3 <sup>0</sup> (0+30+0)	2, 4
4.0	Relations between Church and State (57168) Korade, M.	LI	3 <sup>0</sup> (15+15+0)	2, 4
3.0	Reproduction and Preservation of Social Elites from the Roman Empire to Post-Communist Regimes (96376) Ančić, M.	LI	3 <sup>0</sup> (0+30+0)	2, 4
4.0	Roman Military in Croatia (102942) Tomorad, M.	Lo	3 <sup>0</sup> (0+30+0)	2, 4
4.0	The Ancient Roads and Communications on Croatian Territory (62011) Tomorad, M.	LI	3 <sup>0</sup> (0+30+0)	2, 4
3.0	Two Sides of War: Participants, Heroes, Losers and Deserters (16th - 19th Century) (86949) Bertoša, M.	LI	3 <sup>0</sup> (0+30+0)	2, 4
ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Educational Integration of Children with Special Needs (85456) Dulčić, A.	LI	60 (30+0+30)	3, 4
3.0	Educational Psychology (125926) Ninčević, M.	Lo	3 <sup>0</sup> (30+0+0)	4

## History - Science Stream (120 ECTS)

Qualification awarded: Master of Arts in History  
(mag. hist.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Economic History (53921) Manin, M.	LI	30 (30+0+0)	I
5.0	Introduction to Historical Science (57158) Ančić, M.	LI	30 (30+0+0)	I
5.0	Political History (53922) Jukić, I.	LI	30 (30+0+0)	I
ECTS	POV-dipl (4409): Archival and Historical Sciences (science stream)	Eng. Lev.	Study Hours	Sem.
5.0	German for Historians (61981) Miškulin Saletović, L.	LI	30 (0+0+30)	I, 3
5.0	Medieval Latin (57169) Knezović, P.	LI	30 (0+30+0)	I, 3
5.0	Military History (57176) Nazor, A.	Lo	30 (15+15+0)	I, 3
4.0	Museums and Historical Science (61982) Tomorad, M.	Lo	30 (0+30+0)	I, 3
ECTS	POV-dipl (4411): Elective courses	Eng. Lev.	Study Hours	Sem.
3.0	Court, King and Nobility in Early Modern Europe (79186) Jukić, I.	LI	30 (0+30+0)	I, 3
4.0	Dictatorships in Central Europe (57170) Cipek, T.	LI	30 (15+15+0)	I, 3
3.0	Emigrating from Croatia: History and Issues (96413) Korade, M.	LI	30 (0+30+0)	I, 3
5.0	German for Historians (61981) Miškulin Saletović, L.	LI	30 (0+0+30)	I, 3
5.0	Latin Paleography and Epigraphy (79218) Šanjek, F.	Lo	60 (30+15+15)	I, 3
3.0	Law and Justice in Medieval Croatia (96411) Popić, T.	Lo	30 (0+30+0)	I, 3
5.0	Medieval Latin (57169) Knezović, P.	LI	30 (0+30+0)	I, 3
4.0	Migrations the Adriatic and Mediterranean from the 16th to the 18th Century (118586) Bertoša, M.	Lo	30 (0+30+0)	I, 3
5.0	Military History (57176) Nazor, A.	Lo	30 (15+15+0)	I, 3
3.0	Modern and Contemporary History of Bosnia and Herzegovina (79192) Lučić, I.	Lo	30 (0+30+0)	I, 3
4.0	Museums and Historical Science (61982) Tomorad, M.	Lo	30 (0+30+0)	I, 3
4.0	Roman Legal Tradition in European History (61999) Petrač, M.	LI	30 (0+30+0)	I, 3
4.0	Social Development and Rise of Eastern Mediterranean Civilisations (86939) Tomorad, M.	L2	30 (0+30+0)	I, 3

4.0	The Croatian Economy and Population in the 19th and the first Half of the 20th Century (118587) Korade, M.	LI	3 <sup>0</sup> (0+30+0)	1, 3
3.0	The Life of a Provincial Family in Ancient Times (79210) Tomorad, M.	LI	3 <sup>0</sup> (0+30+0)	1, 3
3.0	The Ustasha Movement (96452)	LI	3 <sup>0</sup> (0+30+0)	1, 3
5.0	War in European History - The Homeland War (79095) Nazor, A.	LI	3 <sup>0</sup> (15+15+0)	1, 3
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Cultural History (53920) Korade, M.	L2	3 <sup>0</sup> (30+0+0)	2
5.0	Social History (53923) Ančić, M.	LI	3 <sup>0</sup> (30+0+0)	2
ECTS	POV-dipl (4409): Archival and Historical Sciences (science stream)	Eng. Lev.	Study Hours	Sem.
5.0	Archival and Historical Sciences (57164) Čosić, S.	LI	3 <sup>0</sup> (15+15+0)	2, 4
5.0	History and Archeology (62008) Tomorad, M.	L2	3 <sup>0</sup> (30+0+0)	2, 4
ECTS	POV-dipl (4411): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Archival and Historical Sciences (57164) Čosić, S.	LI	3 <sup>0</sup> (15+15+0)	2, 4
3.0	Bosnia and Herzegovina, Serbia and Montenegro throughout the 19th Century (96449) Dizdar, Z.	Lo	3 <sup>0</sup> (0+30+0)	2, 4
4.0	Egyptological Studies: Introduction (62009) Tomorad, M.	Lo	3 <sup>0</sup> (0+30+0)	2, 4
2.0	Field trip (64858) Vitek, D.	Lo	1 <sup>0</sup> (0+0+10)	2, 4
3.0	Food and the Modern Period (86950) Jukić, I.	LI	3 <sup>0</sup> (0+30+0)	2, 4
5.0	History and Archeology (62008) Tomorad, M.	L2	3 <sup>0</sup> (30+0+0)	2, 4
4.0	History of Palestine (96412) Tomorad, M.	L2	3 <sup>0</sup> (0+30+0)	2, 4
3.0	Protest and Revolution in the 20th and 21st Century (118581) Jukić, I.	Lo	3 <sup>0</sup> (0+30+0)	2, 4
4.0	Relations between Church and State (57168) Korade, M.	LI	3 <sup>0</sup> (15+15+0)	2, 4
3.0	Reproduction and Preservation of Social Elites from the Roman Empire to Post-Communist Regimes (96376) Ančić, M.	LI	3 <sup>0</sup> (0+30+0)	2, 4
4.0	Roman Military in Croatia (102942) Tomorad, M.	Lo	3 <sup>0</sup> (0+30+0)	2, 4
4.0	The Ancient Roads and Communications on Croatian Territory (62011) Tomorad, M.	LI	3 <sup>0</sup> (0+30+0)	2, 4
3.0	Two Sides of War: Participants, Heroes, Losers and Deserters (16th - 19th Century) (86949) Bertoša, M.	LI	3 <sup>0</sup> (0+30+0)	2, 4

3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Theory of History (61951) Vitek, D.	LI	30 (30+0+0)	3
ECTS	POV-dipl (4411): Elective courses	Eng. Lev.	Study Hours	Sem.
3.0	Court, King and Nobility in Early Modern Europe (79186) Jukić, I.	LI	30 (0+30+0)	1, 3
4.0	Dictatorships in Central Europe (57170) Cipek, T.	LI	30 (15+15+0)	1, 3
3.0	Emigrating from Croatia: History and Issues (96413) Korade, M.	LI	30 (0+30+0)	1, 3
5.0	German for Historians (61981) Miškulin Saletović, L.	LI	30 (0+0+30)	1, 3
5.0	Latin Paleography and Epigraphy (79218) Šanjek, F.	Lo	60 (30+15+15)	1, 3
3.0	Law and Justice in Medieval Croatia (96411) Popić, T.	Lo	30 (0+30+0)	1, 3
5.0	Medieval Latin (57169) Knezović, P.	LI	30 (0+30+0)	1, 3
4.0	Migrations the Adriatic and Mediterranean from the 16th to the 18th Century (118586) Bertoša, M.	Lo	30 (0+30+0)	1, 3
5.0	Military History (57176) Nazor, A.	Lo	30 (15+15+0)	1, 3
3.0	Modern and Contemporary History of Bosnia and Herzegovina (79192) Lučić, I.	Lo	30 (0+30+0)	1, 3
4.0	Museums and Historical Science (61982) Tomorad, M.	Lo	30 (0+30+0)	1, 3
4.0	Roman Legal Tradition in European History (61999) Petрак, M.	LI	30 (0+30+0)	1, 3
4.0	Social Development and Rise of Eastern Mediterranean Civilisations (86939) Tomorad, M.	L2	30 (0+30+0)	1, 3
4.0	The Croatian Economy and Population in the 19th and the first Half of the 20th Century (118587) Korade, M.	LI	30 (0+30+0)	1, 3
3.0	The Life of a Provincial Family in Ancient Times (79210) Tomorad, M.	LI	30 (0+30+0)	1, 3
3.0	The Ustasha Movement (96452)	LI	30 (0+30+0)	1, 3
5.0	War in European History - The Homeland War (79095) Nazor, A.	LI	30 (15+15+0)	1, 3
ECTS	POV-dipl(5390): Research groups	Eng. Lev.	Study Hours	Sem.
6.0	Research Group - Interpretation of Early Modern Sources (62006) Vitek, D.	LI	30 (0+30+0)	3
6.0	Research Group - Interpretation of Medieval Sources (79379) Popić, T.	LI	30 (0+30+0)	3
6.0	Research group - Researching and Writing about the 20th Century (96375)	LI	30 (0+30+0)	3
6.0	Research group - Sources of Egyptian, Greek and Roman History (96373) Tomorad, M.	LI	30 (0+30+0)	3

4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
30.0	Diploma Thesis (Science Stream) (64811)	Lo	0 (0+0+0)	4
ECTS	POV-dipl (4411): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Archival and Historical Sciences (57164) Ćosić, S.	L1	30 (15+15+0)	2, 4
3.0	Bosnia and Herzegovina, Serbia and Montenegro throughout the 19th Century (96449) Dizdār, Z.	Lo	30 (0+30+0)	2, 4
4.0	Egyptological Studies: Introduction (62009) Tomorad, M.	Lo	30 (0+30+0)	2, 4
2.0	Field trip (64858) Vitek, D.	Lo	10 (0+0+10)	2, 4
3.0	Food and the Modern Period (86950) Jukić, I.	L1	30 (0+30+0)	2, 4
5.0	History and Archeology (62008) Tomorad, M.	L2	30 (30+0+0)	2, 4
4.0	History of Palestine (96412) Tomorad, M.	L2	30 (0+30+0)	2, 4
3.0	Protest and Revolution in the 20th and 21st Century (118581) Jukić, I.	Lo	30 (0+30+0)	2, 4
4.0	Relations between Church and State (57168) Korade, M.	L1	30 (15+15+0)	2, 4
3.0	Reproduction and Preservation of Social Elites from the Roman Empire to Post-Communist Regimes (96376) Ančić, M.	L1	30 (0+30+0)	2, 4
4.0	Roman Military in Croatia (102942) Tomorad, M.	Lo	30 (0+30+0)	2, 4
4.0	The Ancient Roads and Communications on Croatian Territory (62011) Tomorad, M.	L1	30 (0+30+0)	2, 4
3.0	Two Sides of War: Participants, Heroes, Losers and Deserters (16th - 19th Century) (86949) Bertoša, M.	L1	30 (0+30+0)	2, 4

## Psychology (120 ECTS)

Qualification awarded: Master of Arts in Psychology  
(mag. psych.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Clinical Psychodiagnosics (57112) Lauri-Korajlija, A.	LI	45 (30+0+15)	I
4.0	Cognitive Psychology (57110) Žebec, M.	LI	45 (30+15+0)	I
4.0	Personality Psychology (57111) Burušić, J.	Lo	45 (30+15+0)	I
4.0	Psychology of Organisational Behaviour (53867) Kaliterna-Lipovčan, L.; Košćec Đuknić, A.	LI	45 (30+15+0)	I
4.0	Regression Analysis (53873) Babarović, T.	LI	45 (30+0+15)	I
4.0	Social Cognition and Perception (57109) Franc, R.	LI	45 (30+0+15)	I
ECTS	PSI-dipl (4388): Elective courses	Eng. Lev.	Study Hours	Sem.
3.0	Applied Developmental Psychology (53801) Brajša-Žganec, A.	L2	30 (30+0+0)	I, 3
3.0	Cross-disciplinary perspectives on the analysis of culture, context and communication (115673) Brkljačić, T.	Lo	30 (30+0+0)	I, 3
3.0	Diagnostic Criteria in Clinical Practice (53810) Despot Lučanin, J.	LI	30 (15+15+0)	I, 2, 3
3.0	Forensic Psychology (53786) Sučić, I.	LI	30 (30+0+0)	I, 3
3.0	Neuropsychological Rehabilitation (53826)	Lo	30 (15+15+0)	I, 3
3.0	Neuropsychological Rehabilitation (102938) Vranić, A.	Lo	30 (30+0+0)	I, 3
3.0	Psychology of Art (53824) Šverko, I.	LI	30 (30+0+0)	I, 3
3.0	Psychology of pain (53814) Vurnek Živković, M.	LI	30 (30+0+0)	I, 3
3.0	Psychology of profession choices (53800) Šverko, I.	Lo	30 (30+0+0)	I, 3
3.0	Psychology of Sleep and Wakefulness (53827) Radošević-Vidaček, B.; Košćec Đuknić, A.	LI	30 (30+0+0)	I, 3
3.0	Working with Students with Special Educational Needs (53821) Dulčić, A.	Lo	30 (15+0+15)	I, 3
ECTS	PSI-dipl (4390): Elective (TEACHING MODULE)	Eng. Lev.	Study Hours	Sem.
4.0	Didactics (96487) Ninčević, M.	LI	45 (30+15+0)	I, 3
4.0	Didactics in the School (118628) Pranjić, M.	L2	30 (30+0+0)	I, 2, 3, 4
3.0	Legal Basis and Pedagogical Documentation (53900) Pranjić, M.	LI	30 (30+0+0)	I, 3

3.0	Methods of Teaching Psychology (53847) Pavlin Bernardić, N.	LI	30 (30+0+0)	1, 3
5.0	Practical Exercises I (Psychology) (86958) Pranjić, M.	LI	30 (0+0+30)	1, 3
3.0	Working with Students with Special Educational Needs (53821) Dulčić, A.	Lo	30 (15+0+15)	1, 3

## 2nd semester, 1st year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Conducting Psychological Research (53876) Burušić, J.	Lo	45 (30+0+15)	2
4.0	Educational Psychology (53870) Brajša-Žganec, A.	LI	45 (30+15+0)	2
4.0	Factor Analysis (57113) Babarović, T.	LI	45 (30+0+15)	2
4.0	Group Processes and Impacts (57114) Sučić, I.	LI	45 (30+0+15)	2
4.0	Psychotherapy Modalities (53871) Koščec Đuknić, A.	LI	45 (30+15+0)	2
4.0	Theory of Psychological Testing (57115) Šverko, I.	LI	45 (30+0+15)	2

ECTS	PSI-dipl (4388): Elective courses	Eng. Lev.	Study Hours	Sem.
3.0	Clinical neuropsychology (115674) Despot Lučanin, J.	L2	30 (30+0+0)	2
3.0	Cognitive Neuroscience of Emotion (96368) Žebec, M.	LI	30 (30+0+0)	2
3.0	Diagnostic Criteria in Clinical Practice (53810) Despot Lučanin, J.	LI	30 (15+15+0)	1, 2, 3
3.0	Human Resources Management (53799) Babarović, T.	LI	30 (15+0+15)	2
3.0	Psychoimmunoneurology (53816) Vurnek Živković, M.	Lo	30 (30+0+0)	2
3.0	Psychology of Marketing (53795) Milas, G.	Lo	30 (30+0+0)	2
3.0	Psychology of Marriage and Family (53804) Obradović, J.	LI	30 (30+0+0)	2

ECTS	PSI-dipl (4390): Elective (TEACHING MODULE)	Eng. Lev.	Study Hours	Sem.
5.0	Correlation Practicum in the Methodology of Teaching (125930) Ninčević, M.; Martinić-Jerčić, Z.	LI	30 (0+15+15)	2, 4
4.0	Didactics in the School (118628) Pranjić, M.	L2	30 (30+0+0)	1, 2, 3, 4
4.0	Pedagogy (53901) Ninčević, M.	L2	30 (30+0+0)	2, 4

## 3rd semester, 2nd year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
2.0	Clinical Interview (53879) Despot Lučanin, J.	LI	30 (0+0+30)	3
4.0	Development in the Social Context (53863) Raboteg-Šarić, Z.	LI	45 (30+15+0)	3
4.0	Health Psychology (53869) Despot Lučanin, J.; Vurnek Živković, M.	LI	45 (30+15+0)	3
2.0	Production Thesis (126009)	Lo	0 (0+0+0)	3



4.0	Psychological Counselling (53872) Buljan-Flander, G.	LI	45 (30+0+15)	3
2.0	Psychological Testing Skills (53878) Lauri-Korajlija, A.	LI	30 (0+0+30)	3
ECTS	PSI-dipl (4388): Elective courses	Eng. Lev.	Study Hours	Sem.
3.0	Applied Developmental Psychology (53801) Brajša-Žganec, A.	L2	30 (30+0+0)	1, 3
3.0	Cross-disciplinary perspectives on the analysis of culture, context and communication (115673) Brkljačić, T.	Lo	30 (30+0+0)	1, 3
3.0	Diagnostic Criteria in Clinical Practice (53810) Despot Lučanin, J.	LI	30 (15+15+0)	1, 2, 3
3.0	Forensic Psychology (53786) Sučić, I.	LI	30 (30+0+0)	1, 3
3.0	Neuropsychological Rehabilitation (53826)	Lo	30 (15+15+0)	1, 3
3.0	Neuropsychological Rehabilitation (102938) Vranić, A.	Lo	30 (30+0+0)	1, 3
3.0	Psychology of Art (53824) Šverko, I.	LI	30 (30+0+0)	1, 3
3.0	Psychology of pain (53814) Vurnek Živković, M.	LI	30 (30+0+0)	1, 3
3.0	Psychology of profession choices (53800) Šverko, I.	Lo	30 (30+0+0)	1, 3
3.0	Psychology of Sleep and Wakefulness (53827) Radošević-Vidaček, B.; Košćec Đuknić, A.	LI	30 (30+0+0)	1, 3
3.0	Working with Students with Special Educational Needs (53821) Dulčić, A.	Lo	30 (15+0+15)	1, 3
ECTS	PSI-dipl (4390): Elective (TEACHING MODULE)	Eng. Lev.	Study Hours	Sem.
4.0	Didactics (96487) Ninčević, M.	LI	45 (30+15+0)	1, 3
4.0	Didactics in the School (118628) Pranjić, M.	L2	30 (30+0+0)	1, 2, 3, 4
3.0	Legal Basis and Pedagogical Documentation (53900) Pranjić, M.	LI	30 (30+0+0)	1, 3
3.0	Methods of Teaching Psychology (53847) Pavlin Bernardić, N.	LI	30 (30+0+0)	1, 3
5.0	Practical Exercises I(Psychology) (86958) Pranjić, M.	LI	30 (0+0+30)	1, 3
3.0	Working with Students with Special Educational Needs (53821) Dulčić, A.	Lo	30 (15+0+15)	1, 3
ECTS	PSI-dipl. (5054): Elective methodology courses	Eng. Lev.	Study Hours	Sem.
3.0	Development of Psychological Instruments (53835) Šverko, I.	Lo	30 (15+15+0)	3
3.0	Evaluation and Measurement of Personality (102940) Butković, A.	LI	30 (0+0+30)	3
3.0	Practicum in Experimental Biological Psychology (53836) Petanjek, Z.	LI	30 (15+15+0)	3
3.0	Statistical Methods for Multivariate Group Differences (53837) Babarović, T.	LI	30 (15+15+0)	3
ECTS	PSI-dipl. (7596): Specific and professional skills	Eng. Lev.	Study Hours	Sem.
3.0	Competent Parenting (65150) Delale, E.	Lo	30 (0+0+30)	3

3.0	Creative Techniques in Psychotherapy and Counselling (65147) Koščec Đuknić, A.; Delale, E.	LI	3 <sup>0</sup> (0+0+30)	3, 4
3.0	Prevention of Violence in Adolescent Relationships (76080) Delale, E.	LI	3 <sup>0</sup> (0+30+0)	3
3.0	Working with Groups (53842) Delale, E.	Lo	3 <sup>0</sup> (0+0+30)	3
<b>4th semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
18.0	Production Thesis (126008)	Lo	0 (0+0+0)	4
ECTS	PSI-dipl (4390): Elective (TEACHING MODULE)	Eng. Lev.	Study Hours	Sem.
5.0	Correlation Practicum in the Methodology of Teaching (125930) Ninčević, M.; Martinić-Jerčić, Z.	LI	3 <sup>0</sup> (0+15+15)	2, 4
4.0	Didactics in the School (118628) Pranjić, M.	L2	3 <sup>0</sup> (30+0+0)	1, 2, 3, 4
4.0	Pedagogy (53901) Ninčević, M.	L2	3 <sup>0</sup> (30+0+0)	2, 4
ECTS	PSI-dipl. (7596): Specific and professional skills	Eng. Lev.	Study Hours	Sem.
3.0	Clinical Psychology Reports/Clinical Report Writing (53846) Despot Lučanin, J.	LI	3 <sup>0</sup> (0+0+30)	4
3.0	Creative Techniques in Psychotherapy and Counselling (65147) Koščec Đuknić, A.; Delale, E.	LI	3 <sup>0</sup> (0+0+30)	3, 4
3.0	Directions in Existential Psychotherapy and Logotherapy (76073) Katinić, K.	Lo	3 <sup>0</sup> (0+30+0)	4
3.0	Practical Counselling and Helping Skills (53861) Koščec Đuknić, A.	LI	3 <sup>0</sup> (0+0+30)	4
3.0	Preventive Health Psychology (53812) Vurnek Živković, M.	LI	3 <sup>0</sup> (30+0+0)	4
6.0	Student Placements (118438) Koščec Đuknić, A.	Lo	6 <sup>0</sup> (0+0+60)	4

## Sociology - Teaching Stream (120 ECTS)

Qualification awarded: Master of Arts of Education in Sociology  
(mag. educ. soc.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
6.0	Contemporary Sociological Theories (53911) Markešić, I.	LI	60 (30+30+0)	I
4.0	Didactics (96487) Ninčević, M.	LI	45 (30+15+0)	I
3.0	Legal Basis and Pedagogical Documentation (53900) Pranjić, M.	LI	30 (30+0+0)	I
3.0	Methods of Teaching Sociology (53909) Cajner Mraović, I.	LI	30 (30+0+0)	I
5.0	Sociology of Croatian Society 5 (57177) Puškarić, M.	Lo	30 (15+15+0)	I
ECTS	DIPL-NS-smjer (4407): Media Pedagogy or School Pedagogy	Eng. Lev.	Study Hours	Sem.
3.0	Media Education (57234) Labaš, D.	L2	30 (30+0+0)	I
3.0	School Pedagogy (57253) Pranjić, M.	LI	30 (30+0+0)	I
ECTS	SOC-dipl (4469): Elective courses (teaching stream)	Eng. Lev.	Study Hours	Sem.
5.0	Anthropology of Health (57203) Špoljar Vržina, S.	LI	45 (30+15+0)	I, 3
5.0	Civilization of Violence (57189) Matić, R.	LI	30 (15+15+0)	I, 3
3.0	Criminology bullying (57200) Cajner Mraović, I.	LI	30 (15+15+0)	I, 3
5.0	EU Economic System (57187) Brkić, L.	LI	30 (15+15+0)	I, 3
5.0	European Integration (57182) Puškarić, M.	LI	30 (15+15+0)	I, 3
5.0	Sociology and Domestic Violence (57207) Cajner Mraović, I.	LI	30 (15+15+0)	I, 3
4.0	Sociology of Local Communities (57204) Cajner Mraović, I.	LI	30 (15+15+0)	I, 3
4.0	Sociology of Social Changes (78823) Brajdić Vuković, M.	LI	30 (30+0+0)	I, 3
4.0	The Demographic Development of Croatia (57202) Šimičević, V.	LI	30 (15+15+0)	I, 3
5.0	The European Union and Civil Society (64856) Puškarić, M.	LI	30 (30+0+0)	I, 3
5.0	Theories of European Integration (64855) Puškarić, M.	LI	30 (30+0+0)	I, 3
5.0	The political system of the European Union (57188) Nakić, M.	Lo	30 (15+15+0)	I, 3

2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Demography (53914) Pokos, N.	LI	60 (30+30+0)	2
3.0	Developmental Psychology (57269) Delale, E.	LI	30 (30+0+0)	2
4.0	Pedagogy (53901) Ninčević, M.	L2	30 (30+0+0)	2
4.0	Pedagogy for Teachers (118629) Pranjić, M.	LI	30 (30+0+0)	2
ECTS	DIPL-NS-smjer (4408): Required elective group_2nd semester	Eng. Lev.	Study Hours	Sem.
3.0	Croatian Educators - the Enlightenment (61956) Korade, M.	LI	30 (15+15+0)	2
3.0	Domestic Violence (57272) Cajner Mraović, I.	Lo	30 (30+0+0)	2
ECTS	SOC-dipl (4469): Elective courses (teaching stream)	Eng. Lev.	Study Hours	Sem.
5.0	European Union and Croatia (57183) Puškarić, M.	LI	30 (15+15+0)	2, 4
5.0	Institution of the EU (57184) Puškarić, M.	Lo	30 (15+15+0)	2, 4
5.0	International Relations (57186) Puškarić, M.	LI	30 (30+0+0)	2, 4
4.0	Prejudice and discrimination prevention (57198) Matić, R.	LI	45 (15+0+30)	2, 4
4.0	Sociology of Development (28871) Lay, V.	LI	30 (15+15+0)	2, 4
4.0	Sociology of Drug Abuse (57201) Dubreta, N.	LI	30 (15+15+0)	2, 4
5.0	The idea of Europe (57185) Puškarić, M.	LI	30 (15+15+0)	2, 4
3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	LI	30 (15+15+0)	2, 4
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Practical Exercises I(Sociology) (86956) Pranjić, M.	LI	30 (0+0+30)	3
ECTS	SOC-dipl (4469): Elective courses (teaching stream)	Eng. Lev.	Study Hours	Sem.
5.0	Anthropology of Health (57203) Špoljar Vržina, S.	LI	45 (30+15+0)	1, 3
5.0	Civilization of Violence (57189) Matić, R.	LI	30 (15+15+0)	1, 3
3.0	Criminology bullying (57200) Cajner Mraović, I.	LI	30 (15+15+0)	1, 3
5.0	EU Economic System (57187) Brkić, L.	LI	30 (15+15+0)	1, 3
5.0	European Integration (57182) Puškarić, M.	LI	30 (15+15+0)	1, 3
5.0	Sociology and Domestic Violence (57207) Cajner Mraović, I.	LI	30 (15+15+0)	1, 3

4.0	Sociology of Local Communities (57204) Cajner Mraović, I.	LI	30 (15+15+0)	I, 3
4.0	Sociology of Social Changes (78823) Brajdić Vuković, M.	LI	30 (30+0+0)	I, 3
4.0	The Demographic Development of Croatia (57202) Šimičević, V.	LI	30 (15+15+0)	I, 3
5.0	The European Union and Civil Society (64856) Puškarić, M.	LI	30 (30+0+0)	I, 3
5.0	Theories of European Integration (64855) Puškarić, M.	LI	30 (30+0+0)	I, 3
5.0	The political system of the European Union (57188) Nakić, M.	Lo	30 (15+15+0)	I, 3
ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Educational Integration of Children with Special Needs (85456) Dulčić, A.	LI	60 (30+0+30)	3, 4
3.0	Education in the Age of Antiquity (118717) Ninčević, M.; Pranjić, M.	LI	30 (15+15+0)	3
5.0	Emotions and Moral Education (85440) Pranjić, M.	LI	30 (15+15+0)	3
3.0	Media in Education (61961) Labaš, D.	Lo	30 (15+15+0)	3
<b>4th semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Correlation Practicum in the Methodology of Teaching (125930) Ninčević, M.; Martinić-Jerčić, Z.	LI	30 (0+15+15)	4
20.0	Graduate work (64818)	Lo	0 (0+0+0)	4
ECTS	SOC-dipl (4469): Elective courses (teaching stream)	Eng. Lev.	Study Hours	Sem.
5.0	European Union and Croatia (57183) Puškarić, M.	LI	30 (15+15+0)	2, 4
5.0	Institution of the EU (57184) Puškarić, M.	Lo	30 (15+15+0)	2, 4
5.0	International Relations (57186) Puškarić, M.	LI	30 (30+0+0)	2, 4
4.0	Prejudice and discrimination prevention (57198) Matić, R.	LI	45 (15+0+30)	2, 4
4.0	Sociology of Development (28871) Lay, V.	LI	30 (15+15+0)	2, 4
4.0	Sociology of Drug Abuse (57201) Dubreta, N.	LI	30 (15+15+0)	2, 4
5.0	The idea of Europe (57185) Puškarić, M.	LI	30 (15+15+0)	2, 4
3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	LI	30 (15+15+0)	2, 4
ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Educational Integration of Children with Special Needs (85456) Dulčić, A.	LI	60 (30+0+30)	3, 4
3.0	Educational Psychology (125926) Ninčević, M.	Lo	30 (30+0+0)	4

## Sociology - Science Stream (120 ECTS)

Qualification awarded: Master of Arts in Sociology  
(mag. soc.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Applied Statistical Software (53916) Šimičević, V.	LI	75 (15+0+60)	I
6.0	Contemporary Sociological Theories (53911) Markešić, I.	LI	60 (30+30+0)	I
5.0	Sociology of Croatian Society 5 (57177) Puškarić, M.	Lo	30 (15+15+0)	I
ECTS	SOC-dipl (4420): Elective courses, 1st semester (science stream)	Eng. Lev.	Study Hours	Sem.
5.0	Civilization of Violence (57189) Matić, R.	LI	30 (15+15+0)	I
3.0	Criminology bullying (57200) Cajner Mraović, I.	LI	30 (15+15+0)	I
5.0	European Integration (57182) Puškarić, M.	LI	30 (15+15+0)	I
4.0	Sociology of Social Changes (78823) Brajdić Vuković, M.	LI	30 (30+0+0)	I
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Demography (53914) Pokos, N.	LI	60 (30+30+0)	2
6.0	Multivariate Statistical Methods (53913) Šimičević, V.	LI	75 (30+0+45)	2
6.0	Qualitative Methods in Sociology (53915) Brajdić Vuković, M.	L2	90 (30+60+0)	2
ECTS	SOC-dipl (4421): Elective courses, 2nd semester (science stream)	Eng. Lev.	Study Hours	Sem.
5.0	European Union and Croatia (57183) Puškarić, M.	LI	30 (15+15+0)	2
5.0	Institution of the EU (57184) Puškarić, M.	Lo	30 (15+15+0)	2
5.0	International Relations (57186) Puškarić, M.	LI	30 (30+0+0)	2
4.0	Prejudice and discrimination prevention (57198) Matić, R.	LI	45 (15+0+30)	2
5.0	Prejudice and the Prevention of Discrimination and Hate crime (126231)	Lo	30 (30+0+0)	2
4.0	Sociology of Development (28871) Lay, V.	LI	30 (15+15+0)	2
4.0	Sociology of Drug Abuse (57201) Dubreta, N.	LI	30 (15+15+0)	2
5.0	The idea of Europe (57185) Puškarić, M.	LI	30 (15+15+0)	2
3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	LI	30 (15+15+0)	2

3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Contemporary Tendencies in Cultural Anthropology (53917) Gulin Zrnčić, V.	L1	45 (30+15+0)	3
6.0	Quantitative Research Methods (53912) Lamza Posavec, V.	L1	90 (30+60+0)	3
ECTS	SOC-dipl(5393): Elective courses, 3rd semester (science stream)	Eng. Lev.	Study Hours	Sem.
5.0	Anthropology of Health (57203) Špoljar Vržina, S.	L1	45 (30+15+0)	3
5.0	EU Economic System (57187) Brkić, L.	L1	30 (15+15+0)	3
5.0	Sociology and Domestic Violence (57207) Cajner Mraović, I.	L1	30 (15+15+0)	3
4.0	Sociology of Local Communities (57204) Cajner Mraović, I.	L1	30 (15+15+0)	3
4.0	The Demographic Development of Croatia (57202) Šimičević, V.	L1	30 (15+15+0)	3
5.0	The European Union and Civil Society (64856) Puškarić, M.	L1	30 (30+0+0)	3
5.0	Theories of European Integration (64855) Puškarić, M.	L1	30 (30+0+0)	3
5.0	The political system of the European Union (57188) Nakić, M.	Lo	30 (15+15+0)	3
ECTS	SOC-dipl(5394):Required elective courses(3rd semester)	Eng. Lev.	Study Hours	Sem.
6.0	NATO and International Security (64840) Perešin, A.	Lo	30 (30+0+0)	3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
20.0	Graduate work (64818)	Lo	0 (0+0+0)	4
ECTS	SOC-dipl(5395):REQUIRED ELECTIVE STREAM(4th semester)	Eng. Lev.	Study Hours	Sem.
5.0	Geopolitics and Global Security (64842) Jurišić, J.	L2	30 (15+15+0)	4

## Courses



# Aesthetic Properties and Forgeries

117083



## Lecturer in Charge



Doc. dr. sc.  
Davor Pećnjak

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Davor Pećnjak

## Course Description

Aim of this course is that students can recognize, describe, analyze and interpret concepts, arguments and theories concerning the philosophy of art with the emphasis on aesthetic properties and ontological properties of artworks in connection with art forgeries.

## Course Type

- » Science Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List which sorts of forgeries exist in the art and its various forms
2. Analyze question whether forgeries can be artworks
3. Argue about the question what ontological properties forgeries have and what differentiates them from original works
4. Argue about the problem of artistic values of forgeries

## General Competencies

Students will be able to: (1) understand, evaluate and interpret theories and arguments which are used in the philosophy of art; (2) develop their general abilities for philosophical analysis; (3) apply methods of analysis and specific knowledge in new situations.

## Grading

Class activity 10%,  
Presentation during the semester 25%,  
Oral exam 65%.

## Week by Week Schedule

1. Introduction
2. Aesthetic and Non-aesthetic Properties
3. Supervenient properties and Aesthetics
4. Authenticity in Art
5. Kinds of Forgeries
6. Lessing: What's Wrong With Forgeries?
7. Meyer: Forgeries and Anthropology
8. Goodman: Art and Authenticity
9. Meiland: Originals, Copies and Aesthetic Value
10. Sagoff: Aesthetical Status of Forgeries
11. Margolis: Art, Forgeries and Authenticity
12. Dutton: Artistic Crimes
13. Beardsley: On Forgeries
14. Arnheim: On Duplication
15. Final discussion

## Literature



Dutton, D. (ur.) (1983). *The Forger's Art*, University of California Press, Berkeley



Radnóti, S. (1999). *The Fake. Forgery and Its Place in Art*, Rowman & Littlefield, Lanham

# Analitic Philosophy in the 20 th Century

117135

## Lecturer in Charge



Prof. dr. sc.  
Zvonimir Čuljak

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Prof. dr. sc. Zvonimir Čuljak

## Course Description

1. Introduce students to the contemporary analytic philosophy by defining, explaining and classifying analytic approaches to philosophical problems; 2. provide an insight into main tenets and developmental stages of analytic philosophy; 3. enable students to correlate and contrast analytic philosophy with other contemporary philosophical trends (scientism, phenomenology and hermeneutics, naturalism and psychologism).

## Course Type

- » Science Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Develop their understanding of the concepts of analyticity and of logical truth
2. Explain and understand the structure and function of language in solving philosophical problems
3. Recognize the development of recent philosophy and especially into the crucial role of analytic philosophy in this development
4. Explain main trends and stages in the development of analytic philosophy
5. Compare analytic philosophy with other contemporary philosophical directions and schools
6. Develop their skill of the analysis of linguistic expressions and of linguistic paraphrase in the context of the theory of meaning
7. Apply the laws of formal logic to solving epistemological, metaphysical, ethical and methodological problems

## General Competencies

Students will be able to: 1. advance their skill of conceptual and logical analysis; 2. acquire more comprehensive and deeper understanding of the history of philosophy and their particular branches; 3. understand and explain the role of logic as well as of linguistic and conceptual analysis in solving philosophical problems.

## Grading

On the basis of two seminar papers, of the quality of the participation in seminar discussions and on the basis of the final oral exam.

## Week by Week Schedule

1. Introduction - main characteristics of the twentieth-century analytic philosophy (1+0+1)
2. Frege's philosophy of logic and language - G. Frege: "On sense and reference", On concept and object (1+0+1)
3. Peirce's pragmatist theory of meaning and of scientific method - C. S. Peirce: "How to make our ideas clear", The fixation of belief (1+0+1)
4. Russells theory of definite descriptions- B. Russell: "On denoting", "Descriptions" (1+0+1)
5. Russells logical atomism: B. Russell: "The philosophy of logical atomism" (1+0+1)
6. Earlier Wittgensteins philosophy of language and world - L. Wittgenstein: Tractatus logico-philosophicus (1+0+1)
7. Moores philosophical analysis and common-sense realism G. E. Moore: Some Main Problems of Philosophy , "Proof of an external world" (1+0+1)
8. Logical empiricism (I): verification principle and theory of meaning - M. Schlick: "Positivismus und Realismus" ("Positivism and Realism"), R. Carnap: "Ueberwindung der Metaphysik durch die logische Analyse der Sprache (Prevladavanje metafizike logičkom analizom jezika)" (1+0+1)
9. Logical empiricism (II): philosophy of science, epistemology, ethics - O. Neurath: "Protokolsaetze", M. Schlick: Ueber das Fundament der Erkenntnis, R. Carnap: Philosophy and Logical Syntax , C. G. Hempel: Aspects of Scientific Explanation , H. Reichenbach: The Rise of Scientific Philosophy (1+0+1)
10. Wittgensteins theory of the "language games" - L. Wittgenstein: Philosophical Investigations ( Filozofijska istraživanja ) (1+0+1)
11. Quines philosophy of language - W. V. O. Quine: From a Logical Point of View , Word and Object ( Riječ i predmet ) (1+0+1)
12. Philosophy of ordinary language and speech-acts theory- J. Austin: How to Do Things With Words (1+0+1)
13. Quines naturalism and ontological relativism o - W. V. O. Quine: Ontological Relativity and Other Essays (1+0+1)
14. Kripkes theory of reference and modalities - S. Kripke: Naming and Necessity [Imenovanje i nužnost] (1+0+1)
15. Concluding remarks

## Literature



Frege, Gotlob (1995).  
Osnove aritmetike i drugi  
spisi, KruZak, Zagreb



Brkić, J. (ur.) (1978). Čemu  
još filozofija (poglavlje:  
Carnap, Rudolf,  
Prevladavanje metafizike  
logičkom analizom jezika),  
CKD, Zagreb



Wittgenstein, Ludwig  
Tractatus logico-  
philosophicus (2003) /  
Filozofijska istraživanja  
(1998), Zagreb



Miščević, Nenad / Potrč,  
Matjaž (ur.) (1988).  
Kontekst i značenje,  
Dometi, Rijeka



Quine, W. V. O. (1999).  
Riječ i predmet, KruZak,  
Zagreb

# Animal Studies

61937

## Lecturer in Charge



Prof. dr. sc.  
Antonija Zaradija  
Kiš

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Prof. dr. sc. Antonija Zaradija  
Kiš

## Course Description

The course “Animal Studies” offers an overview of historical relationship between man and animal through twelve selected topics aimed at zoo-culturally and zoo-ethically questioning hierarchical understanding of the value and position of animals in the anthropocentric current social system.

The objective of the course “Animal Studies” is to adopt the so-called "animalistic" knowledge and sensitize the students to positive ethical and humane thinking about other, non-human beings. The course is based on familiarizing with scientific achievements based on the knowledge of the importance of relationship between man and animal as a significant ecological and ethical principle that finds its reflection in the humanities and social sciences interdisciplinary scientific guidelines. The aim of the course is a high humanistic enlightenment in the system of species relations and the formation of critical attitude regarding the relationship of man and animal on the principle of respecting the right to life of all.

The aim of the course is to highlight and appreciate interdisciplinarity, not only within social sciences and humanities, but also natural-scientific disciplines. It is a key method in the study of various aspects of animal studies.

## Course Type

- » Science Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)
- » Science Stream (Croatian Studies Profile) (elective courses 2, 4th semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain responsibility and care for another species (animals), adoption.
2. Develop competence in transferring the acquired knowledge and responsibility toward animals.
3. Analyze animalism within the framework of ecofeminism and deep ecology which are included in the fourth phase or generation of the movement for the protection of environment or the development of environmental awareness
4. Explain and participate in the design of transmission of responsibility toward others (eg, expert contributions to stud. Magazine Cassius, rubric Animalistics).
5. Explain and participate in the design of the transmission of responsibility toward others (e.g., professional articles to the student journal Cassius, Animalistics category).
6. Analyze the occurrence of animals in literature through symbolic and allegoric reflection.
7. Explain the importance of animals through folk customs with special attention to the problems of carnival and zoomorphic masks.
8. Explain the significance and symbolism of animals through medieval Bestiary and animalistic exempla
9. Explain the role of animals in folk beliefs related to death and the afterlife
10. Explain the issues of biosemiotics and zooanthropotherapy based on natural-scientific and humanistic approach to the issues of animalistics.

## General Competencies

After completing the course “Animal Studies” which is held in two classes per week, the students will be able to: describe, define and adopt a glossary relating to animalistic research in a broader context (e.g. cultural animal studies, ethnozoology, speciesism, etc.). To form a critical attitude towards the modern way of viewing the relationship between man and animal in the literature from the Bible through medieval literature, renaissance and children's literature to performances. The students will be able to explain the current situation with regard to eco-feminism, laws concerning animals and model their standpoints in relation to these issues.

The students will competently apply the acquired knowledge and skills in a new interpretation of literary texts in which animals appear. They will develop awareness of the treatment of animals in the current environment. The ultimate goal of the course is to teach generations of young people to take upon themselves the greatest responsibilities for the environmentalist consideration in the broader sense in the future educational process.

## Grading

Monitoring student activity during lectures (+ / -), in particular their involvement in the field (if any is organized). Essay on a selected topic under the chosen teacher. Written exam (about 40 questions relating to each lecture as proposed by the lecturers). Oral exam possible for a higher grade.

## Week by Week Schedule

1. Antonija Zaradija Kiš and Suzana Marjanić: "Introduction to cultural animal studies and / or anthropology of animals". Focus the lecture on the ideas of cultural animal studies which was started here in 1996 with a book by Nikola Visković "Man and animal: a contribution to cultural zoology and cultural animal studies", Proceedings of the scientific symposium held in 1997 in Split.
2. Marijana Hameršak: "Animal, child and literature" The lecture discusses children's literature and the prevalence and role of animals in it. In particular, we consider the story of the wolf and the kids which is introduced to the youngest readership very early.
3. Antonija Zaradija Kiš: "Animals in the Bible" / "Saints and animals" The lecture aims to note the diversity of the animal kingdom that runs through the Bible – the fundamental book of civilization. We would specially refer to the Old Testament book of Job, which contains entire small poems about some of the animals and on the basis of which the so-called Job's Bestiary is created. Special focus will be placed on the emergence of fantastical animals, their role, perception and reception, and the purpose of their presence in the Bible. The role of animals through the individuality of the saints and their protectorship of them will be specially emphasized, in addition to the importance anthropoanimalistic duality as the civilization vertical (St. Clement, St. Martin. St. Stephen, etc.).
4. Antonija Zaradija Kiš: "Exempla and animals". The purpose of the lecture is to clarify exempla – a literary form that in the Middle Ages had a special moral and didactic role in the creation of the sermon as a literary genre. The prevalence of animals in exempla we shall analyze through Physiology or Bestiary as a popular literary genre which through the cultural heritage of antiquity enters the educational life spheres of the medieval man. The preserved Croatian Glagolitic exempla and their place in Croatian literature will receive special attention.
5. Ivan Lozica: "Zoomorphic mask, carnival and animals / carnival of animals". In addition to the participation of live animals in carnival customs, the lecture deals in more detail with their relation to carnival masking and provides an overview of the main types and figures in zoomorphic masking in Croatia.
6. Maja Pasarić: "The role of animals in folk beliefs related to death and the afterlife". The lecture will be devoted to folk beliefs about animals in Croatian ethnographic and folkloristic materials with special emphasis on the role of animals in the beliefs related to death and the afterlife. Special attention shall be placed on the animalistic notions in the works published in the Proceedings of folk life and customs of the South Slavs and the unpublished manuscript collections from the archives of the Department of Ethnology of the Croatian Academy of Sciences and Arts.
7. Suzana Marjanić: Animalistic, female, supernatural, "demonic": mare - fairy - witch. The lecture is based on the links between the animal and the supernatural female (mare - fairy - witch) phenomena in Croatian oral traditions.
8. Snježana Husić: "Medieval Bestiary". The lecture deals with the structural characteristics of a bestiary: taxonomic structure of the work and naturalistic-allegorical structure of the chapters. The history of the bestiary genre is examined from the Greek Physiologies to the late Middle Ages, as well as its formal diversity, between prose and verse, description and narrative.
9. Snježana Husić: "Dante's Bestiary on the example of Divine Comedy". The species in Dante's Divine Comedy are emphasized: work taxonomy. The origin of the animal figures in comedy is discussed: written traditions, oral traditions and direct experiential observation. Allegory and rhetoric in comedy: function of animal figures in the formation of boundaries between the earthly and the otherworldly in the world of the work.



10. Damir Žubčić: "Biosemiotics and zooanthropotherapy". What signs the animals sent to us; licking in cats: when I love - I love, and when I don't love, then ...; pets and mime of their "owners"; "house pet" as an act of mimesis; let us be like the animals so that people would like us more; animal therapist and play with an ailing person; zoomodel as an additive of human health; human subconscious and the signs of zooconsciousness; mimicry and zoopsychosis.
11. Mirela Holy: "Animalism within ecofeminism and deep ecology". Ecofeminism and deep ecology developed in the eighties of the last century and are included among the fourth phase or generation of the movement for environmental protection or development of environmental awareness (according to the classification of environmental philosopher John Rodman), the so-called phase of environmental sensitivity. In this sense, ecofeminism and deep ecology are distinctive in their departure from the previous anthropocentric approach to the issues of environmental protection in terms of acceptance of the so-called bioethical egalitarianism.
12. Suzana Marjanić: "About oppression: racism - sexism - speciesism". The lecture will examine the role of animal rights within eco/feminist guidelines and try to answer the question why should feminism be engaged in the animal rights movement.
13. Antonija Zaradija Kiš and Suzana Marjanić: Showing of the film EARTHLINGS (2005), directed by Shaun Monson
14. Antonija Zaradija Kiš i Suzana Marjanić: planned fieldwork: visit to Dumovec with a lecture and discussion.
15. Antonija Zaradija Kiš and Suzana Marjanić: About cultural animal studies, seminar work presentation, discussion

## Literature



Kulturna animalistika: zbornik radova sa znanstvenog skupa održanog 29. Rujna 1997. godine u Splitu. Nenad Cambi, Nikola Visković, ur. Split: Književni krug, str. 158-185.



ur. Suzana Marjanić i Antonija Zaradija Kiš (2012). Književna životinja. Kulturni bestijarij II. dio., Hrvatska sveučilišna naklada i Institut za etnologiju i folkloristiku-



ur. Suzana Marjanić i Antonija Zaradija Kiš (2007). Kulturni bestijarij, Hrvatska sveučilišna naklada i Institut za etnologiju i folkloristiku



Lozica, Ivan (1997). Hrvatski karnevali, Golden marketing



Machiedo, Višnja (prir. i prev.). (1996). "Tri srednjovjekovna bestijarija". Dubrovnik, br. 3-4., str. 64-85., Dubrovnik: časopis za književnost, nauku i umjetnost

# An Introduction to Global Communication

76152



## Lecturer in Charge



Izv. prof. dr. sc.  
Danijel Labaš

ECTS Credits	4.0
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English Level	L2
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant

Izv. prof. dr. sc. Danijel Labaš

## Course Description

The main objective of course is to analyse the process of globalization and his relationship to mass media. In particular, we must seek to ask what purchase the theory of globalization gives us on contemporary developments in the mass media. Later during the course we will consider the value of the theory of globalization and the role of mass media in the global world to recognize and evaluate this theory in both directions: positive and negative one.

## Course Type

» Communication Sciences (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze the phenomenon of globalization;
2. Interpret variety of relationships between media and phenomenon of globalization;
3. Compare economic and social imbalance between the developed and the developing world;
4. Recognize the fact that the growth of global media concentration is threatening freedom of communication;
5. Analyze origins of MC, its driving forces (technology and money), ownership and control, ) varieties of global MM, international media dependency, cultural imperialism (and beyond), the media transnationalization process, international news flow, the global trade in media culture, concepts of national and cultural identity, and global media governance.

## General Competencies

Define, describe and evaluate global communication and his central problems;  
Apply, classify and distinguish the professional terminology of this research field;  
Identify and interpret interdisciplinary nature of communication science, linking individual segments of the history and characteristics of the communication sciences with the corresponding segments of the history and characteristics of the social sciences and humanities as well as various aspects of social development;  
Discuss, clearly show and analyze complex academic and non-academic contents in written and oral form.

## Grading

10 % attending classes; 20 % participation on discussions in class; 30 % presentation of one topic; 40 % writing of final paper.

## Week by Week Schedule

1. Introduction: Who is centrum mundi in global communication order? Could it be Croatia?;
2. Identity and Otherness in global communication: who are You, who am I; who are They in globalized world of Computer-mediated-Communication?;
3. Cultural diversity, new (virtual) communities and global media: what we (can) know of each other and in which way?;
4. Global communication, proximity and accountability;
5. Global communication, proximity and accountability;
6. J. Habermas - ethics of dialogue (Diskursethik);
7. E. Levinas ethics of responsibility;
8. What is wrong with global communication: open questions;
9. What is wrong with global communication: open questions;
10. From globality to global solidarity;
11. MacBride Report (Unesco);
12. MacBride Report (Unesco);
13. The Digital Divide;
14. Globalization;
15. Conclusions discussion.

## Literature



McQUAIL, D. (2005). Mass Communication Theory: An Introduction, 5.ed., SAGE, London



Sean MacBride (1980). International Commission for the Study of Communication Problems Sean MacBride, Communication and Society Today and Tomorrow, Many Voices One World, Towards a new more just and more efficient world information and communication order, Kogan Page, London/Uniput, New York/Unesco, Paris. Unesco



Colin Sparks (2007). Whats wrong with globalization?, Global Media and Communication, Volume 3(2), 2007, 133-155.

# Anthropology of Health

57203

## Lecturer in Charge



Izv. prof. dr. sc.  
Sanja Špoljar  
Vržina

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30
	15

## Teaching assistant

Izv. prof. dr. sc. Sanja Špoljar  
Vržina

## Course Description

The objective of this course is to introduce students in thinking about global/local phenomena health and disease through basic classic lines of analysis that are interwoven with modern antropological approaches. Students will easily adopt all key concepts of modern medical anthropology / antropology of medicine.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl(5393): elective courses, 3rd semester (science stream), 3rd semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Develop analytical and critical approach to medical problems
2. Explain basic concepts and history of medicine antropology.
3. Combine ethnocentrism and relativism in the field of antropology of health.
4. Explain medical systems and the Hippocratic Oath
5. Analyze commercialization of health.
6. Analyze bio-cultural approach in medicine antropology.

## General Competencies

Plan own engagement in resolving of the various social issues.  
Illustrate the key structural factors that are shaping the society.  
Analyse the social change using classical and contemporary sociological approaches.  
Compare the macro and micro level of the sociological analysis.

## Grading

Discussions  
Oral exam.

## Week by Week Schedule

1. Introduction
2. Basic concepts and history of medicine anthropology.
3. Basic concepts and thinking about different aspects of medicine anthropology.
4. Ethnocentrism and relativism in the field of anthropology of health.
5. Culture, ethnocentrism and relativism in the field of anthropology of health.
6. Medical system and the Hippocratic Oath
7. Commercialization of health.
8. Interpretative medicine anthropology.
9. Bio-cultural approach in medicine anthropology.
10. Biomedicine.
11. Ecology, disease and human behaviour.
12. Synthesis: critical medicine anthropology.
13. Synthesis: human rights, ethics, methodology
14. Anthropological analysis of documents.
15. Anthropological analysis of films.

## Literature



Herskovits, M. J.: Some Further Comments on Cultural Relativism. *American Anthropologist*, 60: 266-273., 1958.



Jarvie, I. C.: The Problem of Ethical Integrity in Participant Observation. *Curr. Anthropol.*, 10: 505-508., 1969.



Barth, F.: A Personal View of Present Tasks and Priorities in Cultural and Social Anthropology. In: *Assessing Cultural Anthropology* (Ed. Borofsky, R.). New York: Mc.Graw-Hill, Inc., 1994, str. 349-361.



Grmek Mirko Dražen: *Povijest Side. Globus*, Zagreb, 1991. Poglavlja: *Biološki i socijalni uvjeti pandemije*, str. 167-182.; *Afričko žarište*, 183-193.



Good J. Byron: *Medicine, rationality and experience an anthropological perspective.* (Cambridge: Cambridge University Press, 1994). Poglavlje 3: *How medicine constructs its objects*, str. 65-87.

# Applied Developmental Psychology

53801



## Lecturer in Charge



Prof. dr. sc.  
Andreja Brajša-  
Žganec

ECTS Credits	3.0
English Level	L2
E-learning Level	L2
Study Hours	30

## Course Description

Familiarize students with the knowledge of the applied to the field of developmental psychology of the child's birth until adulthood and old age. Throughout the course, students will become familiar with the basic theoretical approaches to some specific aspects of the development of the individual, especially children and young people with an emphasis on scientific knowledge and research results carried out in the world and in our country. Students will acquire knowledge of the specific characteristics of individual development from childhood to adulthood. Special attention will be devoted to understanding the major approaches and methods of working with children and young people. Attending this course should enable students an insight into the various forms of work with target groups of children, young and old within the institutions, organizations and the wider community .

## Course Type

- » Psychology (Study) (elective courses, 1st semester, 1st year)
- » Psychology (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Distinguish the underlying determinants of early childhood development and areas of influence .
2. Analyze the ecological approach to children's developmental needs and problems.
3. Assemble knowledge of the regulation and socialization of emotion in childhood
4. Interpret and compare Individual and environmental influences on the psychosocial adjustment of children and adolescents.
5. Synthesize the characteristics of the psychosocial adjustment of children and adolescents.
6. Synthesize the effects of war on the mental health of children and youth .
7. Assemble knowledge about helping children in specific circumstances (i.e. homeless, from non-traditional families, from problem families).
8. Interpret and compare the current issues in the psychology of adulthood and aging
9. Synthesize knowledge about foster care, child care outside the family .

## General Competencies

Appraise fundamental theoretical knowledge of psychology and its relationship with different branches of applied psychology.

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

## Grading

Students are evaluated continuously during the semester. The final grade is based on two elements: regular lecture attendance and field work and one test or final written exam. In total, students can gain 50 points. 10 points for regular attendance and field work and 40 points for the test or final exam. If the student did not meet the tests of the passage ( the passage tests is below 50 %) or has failed to take the written exam. For the written exam the student can achieve a maximum 40 points. Points that student scores on the written exam are added to the points raised by the student for attending classes and field work .

## Week by Week Schedule

1. Fundamental determinants of early childhood development and areas of influence .
2. Ecological- developmental approach to children's needs and problems.
3. Regulation and socialization of emotion in childhood.
4. Individual and environmental influences on the psychosocial adjustment of children and adolescents.
5. Characteristics of psychosocial adjustment of children and adolescents.
6. The consequences of war on the mental health of children and youth .
7. Different approaches and methods of working with children and young people (individual and group work with children , working with parents , interventions related to school).
8. Help children in specific circumstances (eg homeless , from non-traditional families , from problem families).
9. Foster care , child care outside the family .
10. Current topics in psychology of adulthood and aging.
11. Selected topics in socio-emotional development of preschool children
12. Selected topics in socio-emotional development of school children
13. Selected topics in socio-emotional development of adolescents
14. Selected topics in socio-emotional development of adult
15. Selected topics in socio-emotional development of old people

## Literature



Brajša-Žganec, A. (2003).  
Dijete i obitelj: emocionalni  
i socijalni razvoj.  
Jastrebarsko: Naklada slap.



Despot Lučanin, J (2003).  
Iskustva starenja- doprinos  
teoriji starenja. Jastrebarsko:  
Naklada Slap.



Časopis, Dijete i društvo -  
god. 4. br. 1-2. Tema broja:  
Djeca svjedoci rata ?10  
godina kasnije.



Brajša-Žganec, A.; Keresteš,  
G., Kuterovac Jagodic, G.  
(2005). Udomiteljstvo: skrb  
za djecu izvan vlastite  
obitelji- priručnik za  
edukaciju stručnjaka.  
Zagreb: Udruga za  
inicijativu u socijalnoj  
politici.



Pojedini znanstveni i  
stručni radovi iz područja  
primijenjene razvojne  
psihologije



# Applied Statistical Software

53916

## Lecturer in Charge



Izv. prof. dr. sc.  
Vanja Šimičević

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15 60

Teaching assistant  
Dario Pavić, dr. sc.

## Course Description

The aim of the course is to prepare students for using the SPSS statistical software system. This includes independent data entry, selection of appropriate statistical methods, their implementation and interpretation of the results.

## Course Type

» Science Stream (Sociology Profile) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Prepare data for statistical analysis using SPSS statistical software,
2. Modify the data for statistical analysis, depending on the chosen statistical method,
3. Choose an appropriate statistical method for analyzing data,
4. Apply statistical analysis in an environment of SPSS,
5. Explain the results obtained by statistical analysis with the help of SPSS statistical software,
6. Write a report on the results of statistical analysis.

## General Competencies

Improve the ability to apply knowledge in practice.

Develop specific analytical and research skills.

Be able to effectively collect data and manage information.

Be able to effectively analyze social phenomena.

Develop team work and interpersonal skills.

Develop the ability to work independently.

Develop problem-solving skills.

Develop a concern for the quality of scientific the research.

Acquire specialized knowledge necessary to perform research activities within the social sciences and further training.

Be able to effectively carry out research and organize time.

Be able to effectively manage research projects.

## Grading

Student evaluation is based on the results of two written exams conducted during class or written exam in the exam period.

## Week by Week Schedule

1. Repetition of basic statistical concepts
2. Introduction to SPSS environment, data entry
3. Modifying data, variables and their attributes.
4. Graphic data in SPSS: types of graphs, proper use of graphic display, depending on the nature and type of data
5. Methods of sampling and measures of descriptive statistics (measures of central tendency, measures of dispersion)
6. Comparing the means of two groups (t-test), the assumption of t-test.
7. Non-parametric tests for comparing the means of two groups
8. Simple models of analysis of variance (ANOVA)
9. Repeated measures ANOVA, mixed design
10. Repeat for the colloquium. The first test, in the exercise period.
11. Correlation and linear regression models
12. Advanced models of regression analysis (categorical predictors)
13. Non-parametric tests and analysis of categorical data
14. Analysis assumptions of ANOVA repeated measurements and regression analysis
15. Repeat for the Colloquium

## Literature



Field, A (2009). *Discovering Statistics using SPSS.*, Sage, London.



Petz, Boris (2002). *Osnovne statističke metode za nematematičare*, Naklada Slap



Šošić, Ivan (2006). *Primijenjena statistika*, Školska knjiga, Zagreb

# Archival and Historical Sciences

57164

## Lecturer in Charge



Izv. prof. dr. sc.  
Stjepan Ćosić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Stjepan Ćosić

## Course Description

Course objectives are to familiarize students with the history of archives and archival service development at home and abroad, as well as the organization and working methods of archival services in Croatia, international organizations and associations in the field of archival activity, and import them into a range of other skills research (chronology, heraldry, seals, historical metrology, numismatics, genealogy, historical demography, geography historijska mapping, etc.) and achieve insight into the technical knowledge and procedures particularly for work on early-modern original material in archives, libraries, etc.

## Course Type

- » Science Stream (History Profile) (archival and historical sciences, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Indicate archives in Croatia
2. Locate important archives in the world,
3. Describe the history of archives and archival service development,
4. Explain the organization and operation of archive services in Croatia
5. Relate research skills that are related to archivists,
6. Use archives to find and use resources.

## General Competencies

After finishing the programme student will be able to:  
 compile a list of literature for each historical period,  
 identify major issues in interpretation of history,  
 demonstrate the importance of interdisciplinary interpretatons of historical events,  
 differentiate specificities of historical periods,  
 interpret a historical sources.

## Grading

Activity of students will be monitored throughout the semester. Classes is required to attend. Written exam, with the possibility for oral.

## Week by Week Schedule

1. History of archives and archival services in Europe
2. The main determinants of history archive: treasury period, period of office
3. Archives as an independent institutions
4. History of Archives in the Ancient and the Middle Ages.
5. Archives as an independent institutions in 18th century.
6. The development of archives in the 19th and 20th century.
7. The historical development of archives in Croatia.
8. The development of archives in the Mediterranean cultural circle.
9. Archives of Civil Croatia and Central Europe impact on their development.
10. Present status and organization of archival service in Croatia.
11. International archival organizations and their activities. Archival congresses. CITRA.
12. Chronology, heraldry and sphragistics
13. Historical Metrology, numismatics, genealogy, historical demography, historical geography mapping etc.
14. Chronology. The main parts of the date. Methods of dating. Feasts, era styles.
15. Practical use of chronological aids (Easter table etc.).

## Literature



J. Kolanović, ur. (1984). Arhivski fondovi i zbirke u SFRJ. SR Hrvatska, Uvodni tekst i uvodi u pojedine arhive, Beograd, Savez arhivskih radnika Jugoslavije



(1980). Arhivi, u: Enciklopedija Jugoslavije, sv. I, 1980., str. 250-294., Zagreb, JLZ



Bernard Stulli (1997). Arhivistika i arhivska služba. Studije i prilozi, str. 15-191., Hrvatski državni arhiv, Zagreb



Igor Karaman (1993). Studije i prilozi iz arhivistike, Hrvatski državni arhiv, Zagreb



J. Stipišić (1985). Pomoćne povijesne znanosti u teoriji i praksi: latinska paleografija, opća diplomatika, kronologija, rječnik kratica, Školska knjiga, Zagreb

# Biography in Croatian Latinity

118524

## Course Description

Introduction into abundant production of biographies since medieval (*vita*, *translatio*, *miracula*) through renaissance and baroque types until extensive professional (literature), religious or territorial collections of biographies and bibliobiographies 18th and 19th ct.

Knowledge acquisition of Latin biographies since writer A. Ranjina (16th ct) until 19th ct, hagiographies also, primarily those from Croatian medieval latinity.

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Type

- » Teaching stream (Croatian Latinity Profile) (elective courses, 2nd semester, 1st year)
- » Teaching stream (Croatian Latinity Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe main determinants of biographies as a genre.
2. Outline representatives of Croatian Latin biography.
3. Explain main characteristics of biographies in different periods.
4. Define similarities and differences between biographies, according their content.
5. Analyze biographies according theme and genre characteristics.
6. Compare biographies and their authors in order to their writing period.

## General Competencies

Identify characteristics of biographies in different periods. Outline main representatives of Croatian Latinity biography genre.

## Grading

Class attendance and participation. Writing test.

## Week by Week Schedule

1. Introduction, dissemination of student obligations, literature.
2. Determination of hagiography as a genre and its literature.
3. Main characteristics of hagiographic literature. Hagiography in Croatian Latinity heritage and its relations towards European.
4. Introduction into hagiographical texts. Practical work. Translation.
5. Oldest and most significant collections of Croatian Latinity hagiobiographies. Presentation of scanned material, its translation and analysis.
6. Searching e-data base of saints calendars and hagiographies.
7. *Vita beati Gaudentii*, *Translatio sanctae Anastasiae*.
8. Relations between hagiographies and popular legend, *miracula*, etc.
9. Early new age biography, introduction.
10. Particular biographies (*Vita Marci Maruli i etc.*)

11. Biographical particular monachical collections (Ranjina, Gučetić, S. Slade, Jakošić etc).
12. Biographical urbanistical collections of greater teritorial regions (Dubrovnik).
13. Biographical collections of monachical institutions (Archdiocese of Split).
14. Biographical collections of particular families, example Mrnavić.
15. Literary biographies.

## Literature



S. M. Crijević (1975).  
Bibliotheca Ragusina lib. I-  
IV., Zagreb



Andrea Zlatar (2000).  
Ispovijest i životopis:  
srednjovjekovna  
autobiografija, Zagreb



Ambroz Gučetić (1605).  
Catalogus virorum ex  
familia Praedicatorum in  
litteris insignium, (izbor),  
Venetiis

# Bosnia and Herzegovina, Serbia and Montenegro throughout the 19th Century

96449



## Lecturer in Charge



Prof. dr. sc.  
Zdravko Dizdar

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

Teaching assistant  
Stipica Grgić

## Course Description

The aim of the course is to introduce students with political and geographical space adjacent, eastern countries. Attending the course emphasis is placed on the acquisition of knowledge and skills necessary for understanding the development of Bosnia and Herzegovina, Serbia and Montenegro, through the "long 19th Century". The student, upon completion of the course of listening, will understand the basic problems related to the modernization process and important political changes that took place in the territory of the countries listed above in 19th century, which in the 20th century have left traces on the territory of today's Republic of Croatia. On the occasion of taking the course, students are encouraged to articulate their own attitudes, improve critical thinking, and the acquisition of securities of attitudes toward a given issue.

## Course Type

- » Science Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the main features and the role of modernizing trends in the 19th century that shaped these states
2. Analyze and explain the importance of certain events in the flow of historical events
3. Analyze the level of treatment of certain processes through a variety of books, records and documents that have appeared in the said period
4. Describe individually or in groups to research one of the topics associated with historiographical issues course
5. Explain explored issues of their colleagues and other professional audiences
6. Identify the main points of modernization in these countries

## General Competencies

After finishing the programme student will be able to:

1. define historical processes typical for certain historical period;
2. summarize basic information of the Croatian and the World history;
3. identify the most important person and institutions in the Croatian and the World history;
4. compile a list of literature for each historical period;
5. defend his/her own opinion in discussions on different historical events and processes;
7. design his/her own conclusion on different historical events and processes;
8. demonstrate the importance of interdisciplinary interpretations of historical events.

## Grading

Activity of students will be monitored throughout the semester. Classes is required to attend. The final exam will be in the form of oral assessment.

Independent or group study - 33% of the total marks.

Final exam - 67% of the total marks.

## Week by Week Schedule

1. Introductory lecture. Introducing the students with the objectives and contents of items and their obligations.
2. Geographic determinants of South-Eastern Europe and the countries of this region are filled. The concept of the Balkans - good or bad settings?
3. The Ottoman Empire at the end of the 18th and early 19th century. Millet system, the beginning of reforms, but the weakening of heterogeneous empire.
4. Causes and consequences of the First Serbian Uprising (1804.-1813.). Second Serbian Uprising (1815-1817.). Creating an autonomous Serbian principality within the Ottoman Empire. Conflict Obrenovices-Karadjordjevic.
5. Milos Obrenovic, Constitutionals, Mihailo Obrenovic and Alexander II in the Principality of Serbia.
6. Resistance to the reforms of the Ottoman Empire in Bosnia and Herzegovina in the early 19th century. Hussein Gradašević and main ideas of rebels.
7. Field work - visiting a museum or institution.
8. Principality of Montenegro - its founding and the rule of Danilo Petrovic Njegos. Herzegovinian uprising 1875th year - the torch that was lit again Southeastern Europe. Crimean War and the Berlin Congress. The role of the Great Powers in the "clearing" of the situation in the Balkans.
9. The war and the independence of the Principality of Serbia and its transformation into the Kingdom of Serbia. Rule of Milan Obrenovic
10. Bosnia and Herzegovina under Austro-Hungarian rule. Creating a modern administration, but also the beginnings of nationalism in Bosnia and Herzegovina.
11. Fall of Obrenovic and Karadjordjevic coming to power. Patterns and consequences of the annexation of Bosnia and Herzegovina. The views of the Austro-Hungarian Empire, Serbia and Russia on this issue
12. Reform and modernization of Montenegro under Nikola I Petrovic. King Nikola and relations with Serbia in the early 20th century. Complicated issue of Macedonia.
13. Two Balkan war - against the combined forces of former masters, and conflicts between states winners. Causes and consequences of the Balkan Wars



14. Sarajevo assassination - the causes and consequences of the act which is electrified Europe thrown into the jaws of the First World War
15. Considerations about the usefulness of articles and suggestions for improvement (brainstorming). Talk about the final oral exam - its format and scope.

## Literature



Dukovski, Darko (2005).  
Povijest srednje i  
jugoistočne Europe 19. i 20.  
stoljeća, vol. I.-II., Alinea,  
Zagreb



Pavlović, Stevan K. (2001).  
Istorija Balkana, Clio,  
Beograd



Gleni, Miša. (2001). Balkan  
1804.-1999. godine, knj. I., B  
92, Beograd



Todorova, Marija (1999).  
Imaginarni Balkan, XX vek,  
Beograd

# Chakavian Literary and Linguistic Heritage

57143



## Lecturer in Charge



Izv. prof. dr. sc.  
Sanja Vulić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Izv. prof. dr. sc. Sanja Vulić

## Course Description

Introduction to the Croatian literary heritage in the Chakavian dialect, from the Middle Ages to the 18th century. Understanding the importance of the Chakavian component in the development of Croatian literature in general. Recognizing the importance of Chakavian literature before prior to the establishment of a common standard language for all Croats. Knowing the difference between the Chakavian literary heritage and Chakavian dialectal literature.

## Course Type

- » Science Stream (Croatian Studies Profile) (elective courses 2, 1st semester, 1st year)
- » Science Stream (Croatian Studies Profile) (elective courses 2, 3rd semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 1st semester, 1st year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Recognize whether a work of literary heritage is Chakavian.
2. Show basic phonological analysis of passages from the work.
3. Show basic morphological analysis of passages from the work.
4. Show basic lexical analysis of passages from the work.
5. Identify different non-Chakavian influences.

## General Competencies

After completing the course, the students shall be able to independently analyze the works in the Chakavian dialect (from the Middle Ages to the 18th century), which shall contribute to their cognitive abilities and better understanding of the Croatian literary heritage.

## Grading

Evaluation takes into consideration participation in lectures, effort in lectures and knowledge demonstrated in the exam.

## Week by Week Schedule

1. Glagolitic and Latin Chakavian texts written before "Judita" by Marulić
2. Chakavian legal texts
3. Phonological analysis of the language of Modruški urbari
4. Morphological, word-formative and syntactic analysis of the language of Modruški urbari
5. Lexical, semantic and onomastic analysis of the language of Modruški urbari
6. Marko Marulić
7. Literary circle of Korčula, Hvar and Brač
8. Petar Hektorović
9. Literary circle of Split, Trogir and Šibenik
10. Petar Zoranić
11. Barne Karnarutić
12. Literary circle of Zadar
13. Istrian writers
14. Chakavian linguistic heritage
15. Linguistic characterization of the characters on the example of "Hvarkinja" by Benetović

## Literature



Kapetanović, A. (2011). Čakavski hrvatski književni jezik, Povijest hrvatskoga jezika, 2. knjiga, Zagreb: Croatica (str. 77-123), Društvo za promicanje hrvatske kulture i znanosti CROATICA



Vončina, J. (1988). Čakavski književnojezični tip, u: Jezična baština. (str. 17-75), Književni krug



Vulić, S. (2010). Jezik Modruškoga urbara, Čakavska rič, XXXVIII/1-2, Split (str. 135-153), Književni krug, Split

# Civilization of Violence

57189

## Lecturer in Charge



Izv. prof. dr. sc.  
Renato Matić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Renato Matić

## Course Description

The objective of the course is to prepare students for recognizing and understanding social activities and circumstances that result in violence, as well as for autonomously recognizing the process of institutionalizing both violence and the social framework within which violence with time becomes an acceptable and desirable social activity.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl (4420): elective courses, 1st semester (science stream), 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Interpret the phenomenon of violence in a wide range of theoretical perspectives in sociology,
2. Present arguments regarding the significance of critical (self)awareness and interdisciplinarity,
3. Analyze the forms of social activity and social structures that produce violence,
4. Recognize and reveal common and generally accepted institutional practice that encourages violence in social reality,
5. Recognize the process of the institutionalization of violence and the social, framework within which violence with time becomes an acceptable and desirable social activity.
6. Evaluate different programs of prevention of violence and recommend improvements

## General Competencies

Explain the initial assumptions of various political, religious and cultural orientation,  
 work in a team with colleagues from different disciplines, attitudes and orientations,  
 engage in solving social problems,  
 explain the key structural factors that shape the social world,  
 explain the personal and local social issues in a broader social context, particularly in the context of social class, ethnicity, gender, religion, capitalism, individualization, nationalism and globalization,  
 explain the origin of social problems and conflicts while keeping in mind the way in which the social order is maintained and questioned,  
 promote sociology and social research methods as relevant to solving current social problems and issues.

## Grading

Attending classes and active participation brings 20% of the final grade. Regularly writing essays and participating in discussions carries 20% of the final grade. Individual oral presentations of assigned seminar topics and a written term paper carry 20% of the final grade. Final oral exam carries a maximum of 40% (excellent).

## Week by Week Schedule

1. Introduction to syllabus
2. Defining the basic concepts
3. Defining the basic concepts
4. Freedom and/or safety;
5. The concept of power in sociology
6. Redistribution of power among social groups and using violence with the aim to assume and retain power;
7. Sociability and allowed forms of violence, cases in which the mechanism of social control is applied with different levels of social sanctions
8. Particular interests and the making of decisions regarding the forms of violence that will be subject to social control mechanisms on the one hand and the ones that will be left a wider space of freedom or will not be defined as violence at all
9. Redistribution of the relations of power and interests and the construction of social control mechanisms
10. Violence as an alternative and desirable means of achieving social goals;
11. Violence as a legitimate model for various forms of strategic activity;
12. The example of terrorism as a form of violence directed towards achieving political and economic goals dilemmas about the causes and consequences of terrorism;
13. Violence and moral panic, the forms of violence that serve to redirect attention from the critical recognition of the civilization of violence.
14. Seminar presentations
15. Seminar presentations

## Literature



Aggression and peacefulness in humans and other primates / edited by James Silverberg and J. Patrick Gray, New York; Oxford University Press, 1992



Arendt, Hannah (2002) Eichmann u Jeruzalemu: izvještaj o banalnosti zla, Politička Kultura, Zagreb



Arendt, Hannah (2006) O zlu: predavanje o nekim pitanjima moralne filozofije, Naklada Breza, Zagreb



Arendt, Hannah (1991) Ljudi u mračnim vremenima, Dečje novine, Gornji Milanovac



Arendt, Hannah (1996) Eseji o politici, Antibarbarus, Zagreb

# Clinical Interview

53879

## Lecturer in Charge



Prof. dr. sc.  
Jasminka Despot  
Lučanin

ECTS Credits	2.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The aim of the course is to enable students to conduct clinical interviews and to structure their interviews customized according to the case at hand.

Applicability of the acquired knowledge into practice in working with the client:

- planning clinical interview according to the case at hand,
- using medical history and heteroanamnestic data and observations;
- making hypothesis and planning procedures of further clinical assessments based on the data collected during the clinical interview, from the medical history and heteroanamnestic data, and based on observations on the behavior of the client

## Course Type

- » Psychology (Study) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Plan the type and structure of the clinical interview for the given individual case
2. Select relevant information from the medical history and heteroanamnestic data and medical records
3. Analyze client's behavior during the interview
4. Analyze relevant information obtained by the procedures used
5. Analyze and plan review of the case on the basis of relevant information
6. Plan the process of further clinical evaluation appropriate to the given individual case based on data from clinical interviews, medical history and heteroanamnestic and behavioral observations of the client
7. Plan the clinical interview for further neuropsychological assessment
8. Plan the interview in accordance with the specifics of different populations of patients and the specifics of the various disorders

## General Competencies

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of the members of different social groups and cultures as well as the specifics of their environmental and social context.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Assess personal skills of verbal and written professional communication and create complex communication and interdisciplinary cooperation in various professional environments.

## Grading

The final grade consists of grades awarded for attendance, completion of individual tasks and success in the final examination. Some of the exercises will be held at various sites, most of the Zagreb University Hospital.

## Week by Week Schedule

1. The role of the interviews and observations in clinical assessment.
2. Medical history and hetheroanamnesis data and medical records
3. Types of interviews.
4. Planning interview structure.
5. Specifics of interview according to specific disorders.
6. Specifics of pshychotherapeutic interview
7. Specifics of pshychotherapeutic interview - case studies
8. Group-specific interviews - children and adolescents
9. Group-specific interviews - mental disorders
10. Age-specific interviews - elderly
11. Age-specific interviews - neurological defects
12. Age-specific interviews - couples
13. Special features of interviews with the aim of neuropsychological assesment
14. Special features of interviews with the aim of neuropsychological assesment - case studies
15. Qualitative analysis of the data, establishing of the level of relevancy of the data and planning the further clinical evaluation

## Literature



Hersen, M., Thomas, J. C. (2007). Handbook of Clinical Interviewing with Adults. Los Angeles: Sage Publications



Nastavni tekstovi.

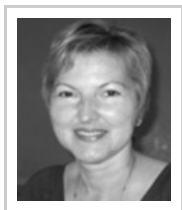


# Clinical neuropsychology

115674



## Lecturer in Charge



Prof. dr. sc.  
Jasminka Despot  
Lučanin

ECTS Credits	3.0
English Level	L2
E-learning Level	L1
Study Hours	30

Lecturer  
Ljiljana Pačić Turk, Prof. v. š.  
dr. sc.

## Course Description

To provide information of basic neuropsychological diagnostics (deficits of cognitive and executive functions and personality evaluation) and assessment (tests, procedures, quantitative and qualitative analysis of results).

## Course Type

» Psychology (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Recognize and diagnose deficits of cognitive and executive functions and personality changes in brain damaged patients
2. Plan the individual neuropsychological assessment needed
3. Make the basic quantitative and qualitative analysis of neuropsychological assessment results
4. Interpret given results

## General Competencies

Establish links between the theoretical models about the specific components of human cognition (attention, memory, language, problem solving, judgment and decision-making, cognitive development, consciousness) and the theoretical psychology and/or psychological practice.

Identify the neural and other biological mechanisms of specific psychological processes and behaviours, their developmental changes, protective and risk factors, and select the appropriate methods for their testing and measuring.

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

## Grading

100% exam

## Week by Week Schedule

1. Basic concepts - cognitive and executive functions and personality variables
2. Behavioral and functional geography of the brain

3. Influence of neurobehavioral variables
4. Neuropathology
5. Neuropsychological assessment - procedures and tests
6. Tests and assessment procedures for orientation and attention
7. Tests and assessment procedures for perception and construction
8. Tests and assessment procedures for memory
9. Tests and assessment procedures for verbal functions and language skills
10. Tests and assessment procedures for concept formation and reasoning
11. Tests for intellectual functioning - qualitative analyses
12. Tests and assessment procedures for executive functions and motor performance
13. Test for personal adjustment and emotional functioning
14. Neuropsychological assessment - interpretation
15. Neuropsychological assessment - reports writing

## Literature



Lezak, M. D. Neuropsychological Assessment., New York:  
Oxford University Press

# Clinical Psychodiagnostics

57112

## Lecturer in Charge



Doc. dr. sc.  
Anita Lauri-  
Korajlija

ECTS Credits	4.0
English Level	L1
E-learning Level	L2
Study Hours	30
	15

## Course Description

Students will understand the specifics of the classification and diagnostic of psychiatric disorders. They will develop the skills needed for clinical assessment: interviewing, observation and application of psychological instruments. They will know to write psychological report and procedures that follow after diagnosis.

## Course Type

» Psychology (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the clinical symptoms of various psychological disorders
2. Plan a clinical assessment appropriate to the clinical symptoms
3. Select appropriate psychodiagnostic measures and instruments
4. Arrange the data collected with clinical assessment for writing psychological report
5. Write psychological report
6. Distinguish and classify the clinical symptoms of various psychological disorders

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Establish links between the theoretical models about the specific components of human cognition (attention, memory, language, problem solving, judgment and decision-making, cognitive development, consciousness) and the theoretical psychology and/or psychological practice.

Create professional and scientific reports based on empirical data using scientific literature as well as select appropriate methods of data analysis and reporting on the results of research and professional work.

## Grading

During the course, activities are scored as follows:

regular attendance - 5 points; class activity 5 points; essay - 30 points; written exam - 30 points; oral exam 30 points. Grade is determined as follows: 1 - up to 51 points; 2 - 52-63 points; 3 - 64-75 points; 4 - 76-87 points; 5 - 88 or more points.

## Week by Week Schedule

1. Introduction to the course
2. The importance of classification, the existing classification systems
3. Clinical symptoms and clinical assessment of anxiety disorders
4. Clinical symptoms and clinical assessment of depressive disorder and bipolar disorder
5. Clinical symptoms and clinical assessment of dissociative and somatic disorders
6. Clinical symptoms and clinical assessment of personality disorder
7. Clinical symptoms and clinical assessment of schizophrenia
8. Clinical symptoms and clinical assessment of impulse disorders and eating disorders
9. Clinical interview tailored to clinical symptoms
10. Assessment of patients mental status
11. Psychological instruments: assessment of cognitive abilities,
12. Psychological instruments: objective and projective personality tests,
13. Psychological instruments: neuropsychological tests
14. Integration of clinical assessment data and writing or psychological report
15. Test

## Literature



Davison, G. C., Neale, J. M. (2002). Psihologija abnormalnog doživljavanja i ponašanja. Jastrebarsko: Naklada Slap.

# Clinical Psychology Reports/Clinical Report Writing

53846

## Lecturer in Charge



Prof. dr. sc.  
Jasminka Despot  
Lučanin

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The aim of the course is to train the students to write an independent opinion of the psychologist in clinical practice, with regards to the purpose and objective of the clinical assessment.

## Course Type

» Psychology (Study) (specific and professional skills, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Select relevant information from clinical interviews, medical history and heteroanamnestic information, medical records and observations of client behavior
2. Write a quantitative and qualitative analysis of data obtained by means of applied psychodiagnostic methods
3. Summarize relevant information obtained by the above procedures
4. Create a case presentation on the basis of relevant information
5. Write formal and substantive findings, depending on the purpose and objective of the clinical assessment performed
6. Write an independent opinion of the psychologist, depending on the purpose and objective of the clinical assessment
7. Write findings of neuropsychological assessment of the client
8. Explain the importance of teamwork in the decision-making process on the client and further treatments

## General Competencies

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of the members of different social groups and cultures as well as the specifics of their environmental and social context.

Assess personal skills of verbal and written professional communication and create complex communication and interdisciplinary cooperation in various professional environments.

Appraise the outcomes and consequences of personal practice, as well as the professional competences, knowledge and skills in accordance with the changes and the standards of the profession, as well as national and European regulations.

Create professional and scientific reports based on empirical data using scientific literature as well as select appropriate methods of data analysis and reporting on the results of research and professional work.

## Grading

Attendance - exercises, active participation, individual writing task - finding.  
Final score is derived from data on exercise attendance and accomplishment of particular tasks - students need to write five independent findings graded with any of the passing grades.

A large part of practical training takes place at worksites - in Zagreb University Hospital Center and Psychological Medveščak

## Week by Week Schedule

1. Finding as the ultimate outcome of quantitative and qualitative analysis of the results of the clinical evaluation.
2. Formal structure of a finding.
3. Content of a finding.
4. Basic elements of a finding.
5. Specifics of a finding according to its goal and purpose of the clinical assessment.
6. Specifics of case presentation.
7. Case presentation - examples.
8. Population - specific case presentations - children and adolescents.
9. Findings according to the experts it is intended to.
10. Neuropsychological assessment and finding.
11. Neuropsychological findings - concrete examples.
12. Neuropsychological findings - a case presentation and writing exercises.
13. Neuropsychological findings - a case presentation and writing exercises.
14. Selection of relevant information from clinical interviews, medical history and heteroanamnestic information, medical records and observations of the behavior of the client and the results of psycho-diagnostic treatment.
15. Final considerations - most frequent difficulties in practice.

## Literature



Nastavni tekstovi

# Cognitive Neuroscience of Emotion

96368

## Lecturer in Charge



Doc. dr. sc.  
Mislav Stjepan  
Žebec

ECTS Credits	3.0
English Level	L1
E-learning Level	L3
Study Hours	30

Lecturer  
Sanja Budimir, dr. sc.

## Course Description

The main objective of the course is to teach students about the new approach to the study of emotion, especially the methods of cognitive neuroscience. Cognitive neuroscience has a major role in the development of theories of cognitive functions that are based on the anatomical and functional characteristics of the human brain. Through the program, students will learn about the cognitive operations that are an integral part of emotional processing.

## Course Type

» Psychology (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, list and describe the processes of emotional processing.
2. Identify, classify and explain the various methods of research of emotions.
3. Evaluate and assess research on various methods in the field of emotion research.
4. List and describe processes of emotional processing.
5. Explain different methods of emotion research.

## General Competencies

Establish links between the theoretical models about the specific components of human cognition (attention, memory, language, problem solving, judgment and decision-making, cognitive development, consciousness) and the theoretical psychology and/or psychological practice.

Identify the neural and other biological mechanisms of specific psychological processes and behaviours, their developmental changes, protective and risk factors, and select the appropriate methods for their testing and measuring.

## Grading

Quizz, written exam.

## Week by Week Schedule

1. The study of emotions from the perspective of cognitive neuroscience
2. Cognition in emotion

3. Facial expressions and emotions
4. Hemispheric organization
5. Recognizing emotions
6. The contribution of the amygdala human emotions
7. Cognitive emotional interactions: Listen to the brain
8. Functional anatomy of inherited and acquired fear
9. Measuring emotion: behavior, feelings
10. Measuring emotion: physiology
11. Implications of the conscious experience of emotion
12. Unconscious emotions
13. Emotional experience
14. Neural correlates of conscious emotional experience
15. Functional neuroanatomy of affective style

## Literature



Lane, R. D., Nadel, L. (2000) Cognitive neuroscience of emotion, Oxford University Press: Oxford.



# Cognitive Psychology

57110



## Lecturer in Charge



Doc. dr. sc.  
Mislav Stjepan  
Žebec

ECTS Credits	4.0
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English Level	L1
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E-learning Level	L1
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Study Hours	30
	15

Teaching assistant  
Antonija Maričić

## Course Description

Introducing students to the basic paradigm of cognitive psychology information processing and related approaches that empirically model human cognition and mind (including possible advantages and limitations). Targeted upgrading of minor number of cognitive topics, attained at the undergraduate psychology study (attention, working and long-term memory, intelligence and cognitive development), and systematically introducing cognitive structures and processes that are not learned at undergraduate level (knowledge structures, mental representations, language, problem solving, decision making, inductive and deductive reasoning, artificial intelligence, expertise and consciousness). Generating at students an adoption of systematic representation of above mentioned cognitive psychology topics, by emphasizing: (1) construct and neural definition; (2) empirical findings for theoretical models construction, (3) optimal theoretical models, (4) arguments for the models validation, (5) possible measurement methods, and (6) the application in non-research situations. Preparing students for cognitive psychology research through the construction, presentation and discussion of seminar works on controversial cognitive psychology topics, and thereby enable them for critical study of scientific and professional literature and train the skills of making professional/scientific presentation and of argumentative discussion. Making students sensible for specific aspects of cognitive psychology discipline by visiting laboratories for research and application of cognitive issues and giving them possibility of later scientific and professional engagement.

## Course Type

» Psychology (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe and critically judge the basic paradigm of cognitive psychology and its basic approaches and methods
2. Distinguish and organize neural basis of cognitive processes and structures
3. Explain specific aspects and components of essential cognitive processes and structures
4. Compare basic features of specific cognitive processes and structures and by using this comparison to successfully distinguish them
5. Classify and combine empirical findings for specific theoretical model of the observed cognitive structure/process, and by using this evaluate the model

6. Arrange occurrence of the same cognitive constructs and structures in different cognitive processes and thereby construct logical and integrated presentation of mind in the frames of information processing paradigm
7. Identify the importance of cognitive psychology in other fields of psychology and related disciplines
8. Analyze actual research controversies in cognitive psychology and, doing this, prepare and present seminar work
9. Argue on controversial, but also conventional phenomena of cognitive psychology
10. Evaluate scientific research and proofs in the domain of cognitive phenomena

## General Competencies

Appraise fundamental theoretical knowledge of psychology and its relationship with different branches of applied psychology.

Establish links between the theoretical models about the specific components of human cognition (attention, memory, language, problem solving, judgment and decision-making, cognitive development, consciousness) and the theoretical psychology and/or psychological practice.

Identify the neural and other biological mechanisms of specific psychological processes and behaviours, their developmental changes, protective and risk factors, and select the appropriate methods for their testing and measuring.

Assess personal skills of verbal and written professional communication and create complex communication and interdisciplinary cooperation in various professional environments.

Support collaboration in interdisciplinary team work and establish constructive professional relationships with experts from associated disciplines.

## Grading

Class attendance - up to 12% of the course grade; group presentation (with discussion) - up to 12% of the course grade; a short quiz exam every second lecture - up to 12% of the course; two partial written exams (tests) - up to 40% of the course grade; oral exam - up to 24% of the course grade; extra points - up to 4% of the course grade.

## Week by Week Schedule

1. Introductory lecture: Course syllabus; Definition and focus of cognitive psychology; Historical development of cognitive psychology
2. Paradigms, research approaches and methods: Information processing - fundamental paradigm in theories and research of cognition; Research approaches and methods of cognitive psychology.
3. Attention: Definition (construct and neurological ) and the role of attention in human cognition; Contemporary models and attention types; Measuring different aspects of attention
4. Working memory: Construct and neurological determination and the role of working memory in human cognition; Contemporary models of working memory and the relation with other cognitive subsystems; Measuring different aspects of working memory.
5. Memory structures and knowledge structures: Construct and neurological definition of memory; Types and structures of long-term memory; Organization of declarative and non-declarative knowledge
6. Mental representations: Visual representations, propositions and mental models: theory, phenomenon and research findings; Spatial cognition and cognitive maps
7. Language: The components and features of language; The processes of language comprehension

8. Problem solving: definition and steps; Good and bad structured problems; Factors which facilitate and hinder problems solving.
9. Decision making: Decision making: definitions, models; Research findings and phenomena in decision making; Heuristics
10. Deductive and inductive reasoning: Deductive and inductive reasoning: definition and classification; Deductive conditional and syllogistic reasoning; logical basis and psychological phenomena; Inductive causal and categorical conclusion: logical basis and psychological phenomena.
11. Contemporary cognitive models of intelligence: Models from information processing approach to intelligence; Neural-based models of intelligence
12. Artificial intelligence and expertise: Artificial Intelligence - definitions and approaches; Expertise (definition, properties and relationships with problem solving)
13. Cognitive development: Definitions and approaches to cognitive development; Limitations of Piaget's theory and the development of neo-Piaget great theories of cognitive development; Overview of contemporary theoretical models of cognitive development.
14. Additional areas of cognitive psychology: Consciousness; Cognitive approaches to creativity.
15. Test.

## Literature



Sternberg, R. J. (2005).  
Kognitivna psihologija  
(Prijevod trećeg izdanja).  
Jastrebarsko: Naklada Slap.



Eysenck, M. W. (2003).  
Principles of Cognitive  
Psychology (Second  
Edition). Howe: Psychology  
Press

# Coherentism(Epistemology)

117076

## Lecturer in Charge



Prof. dr. sc.  
Zvonimir Čuljak

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Prof. dr. sc. Zvonimir Čuljak

## Course Description

Enable understanding of the concept of coherence as well its explanatory and normative function in epistemology, philosophy of language, philosophical semantics, philosophy of science and ethics. Provide students with classification and presentation of coherence theories in various philosophical branches. Enable students to correlate coherence theories with other theories in those branches of philosophy.

## Course Type

- » Science Stream (Philosophy Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze and understand the concept of coherence with respect to the properties upon which coherence is based (consistency, logical relatedness, explanatory relatedness, probabilistic consistency)
2. Explain the explanatory and normative function of the concept of coherence with respect to the properties which are based on coherence (epistemic justification, meaning, confirmation grade, justification of induction, moral justification)
3. Develop their skill of conceptual analysis of basic epistemological and other concepts
4. Develop their skill of argumentation in the framework of epistemology, philosophy of science, philosophy of language and ethics
5. Develop their understanding of some of the most important philosophical theories and phenomena (coherentism, holism, logical empiricism, theory of reflective equilibrium etc.)

## General Competencies

Students will be able to:

1. understand and analyze the concept of coherence with respect to other main explanatory and normative concepts in various philosophical branches (epistemology, philosophical semantics, philosophy of science, philosophy of science, ethics),
2. explain the explanatory and normative function of the concept of coherence in those various philosophical branches;
3. advance students skill of conceptual analysis and philosophical argumentation.

## Grading

On the basis of two seminar papers and of the final oral exam.

## Week by Week Schedule

1. Introduction (1+0+1)
2. Idea of coherence in contemporary philosophy (1+0+1)
3. Semantic coherentism: coherence theories of truth (S. Haack) (1+0+1)
4. Semantic holism: W. V. O. Quine (1+0+1)
5. Confirmation holism / coherentism: O. Neurath, W. V. O. Quine (1+0+1)
6. Relational coherentism: K. Lehrer (1+0+1)
7. System coherentism: L. Bonjour (1+0+1)
8. Explanatory coherentism: W. Sellars, G. Harman, P. Thagard (1+0+1)
9. Probabilistic coherentism and the rationality problem: K. Lehrer, C. Elgin (1+0+1)
10. Perspectival and virtue coherentism: E. Sosa (1+0+1)
11. Hybrid theories: coherentist foundationalism and foundherentism: J. Cornman, S. Haack (1+0+1)
12. Reflective equilibrium (i): N. Goodman (1+0+1)
13. Reflective equilibrium (ii): J. Rawls (1+0+1)
14. Criticism of coherentism: counter-arguments and alternatives (foundationalism, contextualism, externalism) (1+0+1)
15. Concluding discussion (1+0+1)

## Literature



Čuljak, Zvonimir (ur.) (2003). Vjerovanje opravdanje i znanje. Suvremene teorije znanja i epistemičkoga opravdanja (Uvod, L. Bonjour: Osnove koherentizma, K. Lehrer / S. Cohen: Opravdanje, istinitost i koherencija, E. Sosa: Splav i piramida: koherencija vs. temelji u teoriji znanja), Ibis grafika: Zagreb



Dancy, Jonathan (2001). Uvod u suvremenu epistemologiju (pogl. 7. Holizam i neodređenost, 8. Koherencijske teorije, 9. Koherencija, opravdanje i znanje), Hrvatski studiji: Zagreb



Haack, Susan (2005). Filozofija logika (pogl. 7. Teorije istinitosti: Sažeta skica: Definicije vs. kriteriji istinitosti, Korespondencijske teorije, Koherencijske teorije), Hrvatski studiji: Zagreb



Miščević, N. / Potrč, M. (ur.) (1987). Kontekst i značenje (Quine, Wilard Van Orman, "Dvije dogme empirizma"), Rijeka

# Competent Parenting

65150

## Lecturer in Charge



Doc. dr. sc.  
Eva Andela Delale

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

To introduce students with the term of parental competency, familiarize them with the parental roles and responsibilities of parents as well as with specific educational tasks related with child age and contemporary educational practice. Develop skills needed to work with parents that are connected with parents-child communication, fostering the parents-child connectedness, empathy and emotions expression, recognizing and responding according to child needs as well as with parental practice. Analyze sources of parental stress and coping strategies. Introducing students with protection of child rights and social interventions in protection of personal interests and rights of children.

## Course Type

» Psychology (Study) (specific and professional skills, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain and differentiate the role of parental goals and parental practices regarding the age and child needs as well as parental context.
2. Describe social interventions in work with parents while protecting personal interests and rights of children.
3. Generalize acquired knowledge and skills on advancement of communication and encouragement of parents-child connectedness.
4. Analyze interventions in area of parental stress prevention and strategies of coping with parental stress.
5. Apply theoretical and scientific cognitions in planning and application of parental support.
6. Justify and revise various psychological interventions in direct work with parents.
7. Argue the importance of personal experiences and critically estimate personal competence in planning and conducting work with parents.

## General Competencies

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Classify basic theoretical approaches and principles of psychological assessment and counselling in various areas of applied psychology.

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Assess personal skills of verbal and written professional communication and create complex communication and interdisciplinary cooperation in various professional environments.

## Grading

The signature of the professor is depending on the fulfillment of required obligations:

up to 10 points: regularly class attendance (more than 80%)

up to 10 points: individual tasks,

up to 80 points: a positive grade from four tasks (up to 20 points each):

parental workshop,

parental leaflet

the reference on practical experience

the reference on content of scientific work.

The final course grade is determined by the following points collection arrangement:

Excellent: 91-100 points

Very good: 81-90 points

Good: 75-80 points

Sufficient: 70-74 points

Non-sufficient: 69 points and less

## Week by Week Schedule

1. Introductory lecture.
2. How adults learn and models of reflexive practice.
3. Preparation for parenting, development of child and parents. Role of educational goals in parenting and expectations on parenting.
4. Fundamental psychological needs and parental context. Recognizing and satisfying child needs. Parenting and parental competence.
5. Responsibility, cooperation and integrity in the context of parent-child relation. Self-awareness and self-confidence.
6. Communication between parents and child.
7. Parental practice and parental stress. Managing moods and coping skills.
8. Parenting and child's best interest. Protection of child's rights and social interventions in protection of personal interests and rights of children.
9. Working with parents within educational, health and social welfare system in Croatia
10. Creative techniques in working with children and parents
11. Particularities of group work with parents. Workshop for parents presentations.
12. Guest-lecturer, cases
13. Presentations of parental leaflets in developmental context. How to be a competent parent of pre-school child. Parenting and child of school-age. Involvement of parents with school. Families with adolescent children.



14. Parenting in scientific research and practical application.
15. Final class, reference on practical experience, closure

## Literature



Juul, J. (2008). Vaše kompetentno dijete - prema novim temeljnim vrijednostima obitelji. Zagreb: Naklada Pelago.



Obradović-Čudina, M.; Obradović, J. (2006). Psihologija braka i obitelji. Zagreb: Golden marketing - Tehnička knjiga d.d. Poglavlje: Roditeljstvo, str. 241-283, Utjecaj obitelji na razvoj djece, str. 283-326, Utjecaj roditelja na socio-emocionalni razvoj i motivaciju djeteta, str. 329-355.



Čudina Obradović, M., Obradović, J. (2003). Potpora roditeljstvu: izazovi i mogućnosti. Revija za socijalnu politiku, 10 (1), 45-68.



Delale, E. A. (2006). Emocionalna inteligencija i roditeljstvo. Dijete i društvo: časopis za promicanje prava djeteta, 8(1), 87-103.



Delale, E. A., Pećnik, N. (2010). Učestalost i međuodnosi korektivnih i preventivnih odgojnih postupaka majki djece predškolske dobi. Ljetopis socijalnog rada, 17 (1), 49-69.

# Conducting Psychological Research

53876

## Lecturer in Charge



Izv. prof. dr. sc.  
Josip Burušić

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	30
	15

## Course Description

The aim of the course is to improve the students' competence in the field of research methodologies and to train students for the effective application of acquired skills and knowledge in professional work. Through successful fulfillment of obligations, the students will improve their competence in the selection and application of research methods and design, will improve their skill of independent planning, organizing and carrying out research, and scientific reporting. An important aim of the course is to improve the competencies of analytical and critical thinking of students.

## Course Type

» Psychology (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the research process and the manner of planning, organizing and conducting a research project;
2. Analyze and evaluate the advantages and disadvantages of individual approaches to conducting a research project;
3. Create and shape the overall project plan in which they will be able to point out and evaluate key elements, threats and challenges;
4. Apply the acquired knowledge to planning, organizing and carrying out a research project;
5. Demonstrate results and outcomes of the conducted research project;
6. Apply the acquired knowledge and publicly present and critically evaluate the scope, advantages and disadvantages of the conducted research projects.

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Design fundamental and/or applied psychological research and construct and metrically evaluate psychological instruments.

Evaluate multivariate statistical procedures with regard to their limits and to satisfying the theoretical assumptions in concrete situations of application.

## Grading

The final student grade is determined in the exam, which can be written, oral or a combination of written and oral. During the course, individual students' activities are granted points as follows: Students who collect points from just one activity and/or the number of obtained points does not exceed 25 are considered to have not met the minimum requirement for the course and are not eligible to receive signatures.

The success of all students who during the semester obtain less than 50 points will without exception be determined through knowledge and competence assessment in exams during planned exam terms.

The students who obtain 50 or more points are obliged to attend the exam during the exam terms in which their acquired point will be converted to initial grades according to the following procedure:

50,0 to 59,9 points - sufficient (2);

60,0 to 74,9 points - good (3);

75 to 84,9 points - very good (4);

85 to 100 points - excellent (5).

In addition to adding points, the teacher has the right to organize for every student during the exam terms additional knowledge and competence assessments in order to determine the student's final grade.

Attendance - 5 points;

Solving practical research problem tasks -  $5 \times 5 = 25$  points;

Writing a clear theoretical paper with a research method elaboration - 25 points;

Preliminary exam (written assessment of the students' achievements) - 45 points.

## Week by Week Schedule

1. Criteria for selecting appropriate research methods;
2. Stages and steps in the preparation of research;
3. Planning research and literature search;
4. The development and operationalization of research design;
5. Operationalization and preparing instruments and variables;
6. Operationalization of the research procedure;
7. Evaluation of research: a statistical power;
8. Fieldwork;
9. Data entry and logical control data;
10. Statistical data operationalization;
11. Statistical analysis of data;
12. Report preparation and writing;
13. Evaluation of the research project;
14. Dissemination of research results;
15. Midterm: course evaluation.

## Literature



Leong, F. T. L.; Austin, J. T. (ur.) (2006). The Psychology research handbook: A guide for graduate students and research assistants. New York: Sage Publications

# Contemporary Croatian Literature in the Old Diaspora

57145



## Lecturer in Charge



Izv. prof. dr. sc.  
Sanja Vulić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Izv. prof. dr. sc. Sanja Vulić

## Course Description

Introduction to the Croatian language groups outside Croatia. Students are introduced to the literary production in standard Croatian language and in idioms of the autochthonous communities in Austria, Slovakia, Hungary, Rumania, Italy, Serbia, Montenegro. Developing the interest for the continuous monitoring of literature in the autochthonous minority communities.

## Course Type

- » Science Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)
- » Science Stream (Croatian Studies Profile) (elective courses 2, 4th semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Show the role of literature in preserving the national identity of the autochthonous Croatian minority communities.
2. Recognize the way in which the fundamental differences between certain minority communities reflect on literature.
3. Analyze certain writers.
4. Show the presence of certain literary genres in different minority communities and determine the causes of that situation.

## General Competencies

Individual analyzing of poetical, prose and dramatic works written by Croats from the autochthonous minority communities. Students individually analyze the works in standard Croatian language and in dialectal idioms.

## Grading

It is assessed the participation in class, activities during the class, the quality of the seminar paper presented to colleagues and teacher.

## Week by Week Schedule

1. About the autochthonous Croatian communities in the Diaspora- types of autochthonous communities and the differences regarding the emigration.
2. Literature of the Molise Croats in Italia
3. Literature of Croats in the northern Burgenland in Austria
4. Literature of Croats in the middle and southern Burgenland in Austria
5. Literature of Croats in the western Hungary (part 1)
6. Literature of Croats in the western Hungary (part 2)
7. Literature of Pomurje-Croats in Hungary
8. Literature of Podravina-Croats in Hungary
9. Literature of Šokci-Croats in the hungarian part of Baranja and Bačka
10. Literature of Bunjevci-Croats in the hungarian part of Bačka
11. Literature of Šokci-Croats in Vojvodina
12. Literature of Bunjevci-Croats in Vojvodina
13. Literature of Sarmatia Croats in Vojvodina
14. Literature of Croats in Rumania
15. Literature of Croats in the Bay of Kotor in Montenegro

## Literature



Benčić, N. (2010).  
Književnost gradišćanskih  
Hrvata od 1921. do danas,  
Trajstof



Blažetin, S. (1998).  
Književnost Hrvata u  
Mađarskoj od 1945. do  
danas, Matica hrvatska



Vulić, S. (2004). Dijalekatne  
i nedijalekatne značajke  
hrvatske književnosti u  
dijaspori na panonskom  
prostoru, Klasje naših ravni,  
IX/1-2, Subotica (str. 3-22.),  
Društvo Bačkih Hrvata

# Contemporary Sociological Theories

53911

## Lecturer in Charge



Prof. dr. sc.  
Ivan Markešić

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	30
	30

Teaching assistant  
Andreja Sršen, dr. sc.

## Course Description

The main goal of the course is to enable students for independent and critical explaining of the social phenomena by using analytical tools offered by theories covered during the course. In that the special emphasis is given to the process of synthesizing of the knowledge, that is critical judgement and connecting of different theoretical approaches. Students will be encouraged to recognize social problems thorough the prism of explained theories and use them as research topics, and also to try to apply concepts and theories that are covered within the course in the context of Croatian society.

## Course Type

» Sociology (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define basic theoretical conceptions of contemporary sociological theories with the emphasis on their mutual dependencies.
2. Recognize specific and common problems of contemporary sociological theories.
3. Analyze systemic differences of modern theoretical constructions.
4. Evaluate and connect different theoretical approaches.
5. Recognize new social phenomena in the context of contemporary sociological approaches.
6. Compare different approaches to solving of theoretical approaches.
7. Use contemporary analytical tools in analysis of contemporary social phenomena.
8. Synthesize sociological theoretical debates.
9. Plan and write complex science papers.
10. Compare and oppose sociological theories.

## General Competencies

Upon successfully passed exam, students will be able to:  
Use the general knowledge of society and of social processes.  
Explain the key structural factors that are shaping society.  
Explain the social change using classical and contemporary sociological approaches.

## Grading

1. Written exam: 60%
2. Seminar discussions: 25%
3. Oral exam: 15%

## Week by Week Schedule

1. Introduction to the course.
2. Anthony Giddens
3. Pierre Bourdieu
4. Jürgen Habermas
5. Hartmut Esser
6. Randall Collins
7. Network theory
8. Niklas Luhmann
9. Charles Tilly, Theda Skocpol, Michael Mann
10. Immanuel Wallerstein
11. Ulrich Beck
12. Michael Foucault
13. Jean Baudrillard
14. Bruno Latour
15. Zygmunt Bauman

## Literature



Baudrillard, Jean (2001) Simulacija i zbilja. Zagreb: Naklada Jesenski i Turk : Hrvatsko sociološko društvo (Predgovor i str. 3-162.).



Beck, Ulrich i Edgar Grande (2006) Kozmopolitska Europa: društvo i politika u drugoj moderni. Zagreb: Školska knjiga.



Calhoun, Craig, Joseph Gerteis, James Moody, Steven Pfaff i Indermohan Virk (ur.) (2007) Contemporary Sociological Theory, 2nd edition. Oxford: Blackwell.



Collins, Randall (2004) Interaction Ritual Chains. Princeton: Princeton University Press (str. 3-257.).

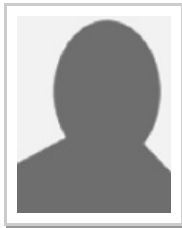


Foucault, Michel (1994) Znanje i moć. Zagreb: Globus.

# Contemporary Tendencies in Cultural Anthropology

53917

## Lecturer in Charge



Doc. dr. sc.  
Valentina Gulin  
Zrnić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30
	15

Teaching assistant  
Sanja Đurin

## Course Description

The aim is to introduce students to the historical development of the scientific discipline of cultural anthropology, as well as with significant and fruitful cultural-anthropological and interdisciplinary polemics and discussions which have in the last 30 years significantly changed the area of research, but also theoretical and methodological approaches. Throughout the seminar discussions and writing of scientific essays, students will gain the skills of argued critical thinking, as well as the skills of writing scientific papers, which will be of use in writing of their graduate thesis and other papers.

## Course Type

» Science Stream (Sociology Profile) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain areas of research and development of theoretical and methodological approaches in cultural anthropology
2. Explain basic differences in development and contributions of english, american and french anthropology
3. Analyze relationship of the West towards other societies and cultures in history and contemporaneity
4. Explain contemporary understanding of all cultures as dynamic processes and their interactions
5. Explain specific contributions and developments of feministic anthropology
6. Define past and new approaches in writing of ethnographic papers
7. Analyze potential contribution of anthropological research in understanding of relationship of culture, body and health in different cultures

## General Competencies

Upon successfully passed exam, students will be able to:  
Illustrate the relevancy of the concepts of culture in interpreting of the social phenomena



## Grading

Class attendance and discussions, seminar paper and final written exam.

## Week by Week Schedule

1. Introduction to the course, the way of work and student obligations. Mandatory attendance at lectures and participation in discussions(25%); shorter seminar paper (25%), written final exam (50%)
2. Regular attendance and discussions in class: all students are expected to attend regularly, to regularly read the assigned literature, and to participate in discussions. the students not attending regularly will be assigned to write a longer overview of given literature
3. Written papers: Theoretical topics (10-15 pages). examples: feminist anthropology (comparative approach); historical insight into the methods of ethnographic research and the way of writing research papers; anthropological view of the relation of West and "Others"; other theoretical topics may be chosen but after previous agreement
4. Theoretical topics (10-15 pages). examples: feminist anthropology (comparative approach); historical insight into the methods of ethnographic research and the way of writing research papers; anthropological view of the relation of West and "Others"; other theoretical topics may be chosen but after previous agreement
5. Written papers may be based on ethnographic research of a chosen topic, but the topic selected in the introduction must be situated in the context of the assigned literature (3-4 pages), then follows the text and if necessary the visual processing of topic (in total 15-20 pages). Selected topics must be useful and indicative for contemporary society i.e. present criticism of a contemporary phenomenon . also, some positive initiatives in contemporary society may be presented such as activist volunteering organizations, ecological communes etc. the selection of a topic and the approach to it must be approved by the course teacher.
6. Short written paper: assigned questions (around 5 pages)
7. Introduction to the course: overview of assigned literature and requirements
8. Differences between development of english, american and french anthropology, differences between anthropogy and ethnology in the past
9. Definition of cultural anthropology
10. Haviland, introduction.
11. Keesing, introduction.
12. Eicher et al. «Dress, culture and society», 11 str.
13. Predrag Matvejevic, talking to Krleza
14. Vjera Bonifacic - Polisistematic theory
15. Historical introduction into global picture of different types of societies

## Literature



Havilland, W. A., Kulturna antropologija, 2004. (odabrana poglavlja)



Gross, M., Susret historije i antropologije, 1996.



Wolf, E. R., Europe and the people without history, 1982. (odabrana poglavlja)



Fernand Braudel, Strukture svakidašnjice (odabrana poglavlja)

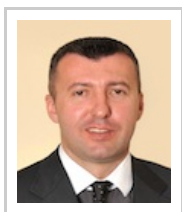


Mukerji et al., Rethinking popular culture

# Correlation Practicum in the Methodology of Teaching

125930

## Lecturers in Charge



Doc. dr. sc.  
Marjan Ninčević



Lekt.  
Zdravka Martinić-  
Jerčić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Course Description

The main objective of the course is to prepare the students for the observation classes they are obliged to attend during this course in elementary and secondary schools, with special emphasis on correlational relations between courses.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (required course, 4th semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (required course, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (required course, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (required course, 4th semester, 2nd year)
- » Teaching Stream (Sociology Profile) (required course, 4th semester, 2nd year)
- » Psychology (Study) (elective (teaching module), 2nd semester, 1st year)
- » Psychology (Study) (elective (teaching module), 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Develop the plan and programme for classroom teaching lessons.
2. Prepare and execute correlational lessons in cooperation with a student from other faculty.
3. Evaluate the importance and necessity of correlational relations between different courses.
4. Conclude about what didactically and methodologically well prepared teaching lessons with high-quality content should be like.
5. Describe how high-quality correlational lessons should be executed.
6. Plan and execute classroom teaching lessons.
7. Prepare and execute high-quality parent meetings.

## General Competencies

Implementation of relevant content that the students obtained in the theoretical teaching methodology courses through the correlation practicum. In this sense, the students will be enabled to:

- define the the correlational principle of the way teaching functions in general;
- evaluate the contribution of the subject they will teach to the integral education of the schoolchildren;
- assess the contribution of other subjects contributing to the integral education of the schoolchildren;
- explain the senselessness of competition in the importance between individual subjects and the underestimation of other subjects for the integral development of schoolchildren;

## Grading

Since the students are grouped in smaller groups, their motivation for working and their future profession as teachers is easily monitored. This also provides insight into the flexibility of the students, and their openness to new and alternative forms of work as well as their desire for innovation. The feedback information from the mentors in schools and visits to schools during the students' observation classes provide insight into the comprehensiveness of the acquired knowledge and skills and competences, that is the student's final competency for the teacher profession.

## Week by Week Schedule

1. Since the course is a Correlation Practicum in Subject Specific Teaching Methodology, lectures are reduced to a minimum and are only short instructions of the professor and comments and/or suggestions made after the students carry out their correlational lessons within the course, turn in their papers, as well as analyses of the observation classes held in schools.
2. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.
3. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.
4. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.
5. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.
6. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.
7. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.
8. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.
9. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.
10. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.

11. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.
12. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.
13. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.
14. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.
15. Students from different study programmes (History, Philosophy, Psychology, Croatology, Sociology, Latin...) who participate in this course are paired up in order to carry out the correlational lessons.

## Literature



Ne postoji obavezna literatura

# Court, King and Nobility in Early Modern Europe

79186



## Lecturer in Charge



Doc. dr. sc.  
Ivana Jukić

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The main objective of the course is to explain political atmosphere and the ways of the socio-political life of the Early Modern period, when political power was centered in the kingship and political elite. We will also compare these political trends with political situation within the Kingdom of Croatia and its role within the Habsburg Monarchy from 1650ties to 1720ties.

## Course Type

- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe political processes within Early Modern Europe
2. Summarize major power-relations issues within nobility in Early Modern period
3. Evaluate the role of the most influential Croatian nobles
4. Define power-relations issues between Croatian and Hungarian nobles and Vienna Court
5. Analyze different historiographic interpretation on nobles, absolutism and how those influenced contemporary stereotypes on neighboring countries
6. Explain the ways of political decision-making in Early Modern Croatia

## General Competencies

After finishing the programme student will be able to:  
 identify major issues in interpretation of history,  
 write an essay on different historical period,  
 design his/her own conclusion on different historical events and processes,  
 demonstrate the importance of interdisciplinary interpretations of historical events,  
 interpret a historical sources,  
 appraise the value of historiographic interpretations.

## Grading

The final grade will be result of the complete student activity and attendance during course lessons. The final exam is oral exam.

## Week by Week Schedule

1. Class overview, schedule, requirements
2. What is Early Modern Absolutism?
3. Absolutism in theory
4. Absolutism in practice
5. Absolutism of the East, Absolutism of the West
6. The Court as symbol
7. Nobility: Early Modern losers, or?
8. The case of the Habsburg Monarchy in the European context
9. The case of Croatia within Habsburg Monarchy
10. The simulation of the Conference: To be Croatian Ban: tradition against political trends?
11. The presentation of summaries and discussion
12. The simulation of the Conference:the interpretation of the sources; discussion I.
13. The simulation of the Conference:the interpretation of the sources; discussion II.
14. The simulation of the Conference:the interpretation of the sources; discussion III.
15. The final review

## Literature



Peter H. Wilson (2000).  
Absolutism in Central  
Europe



Hillary Zmora, (2001).  
Monarchy, Aristocracy and  
the State in Europe, 1300-  
1800, Routledge



Nicholas Henshall (1992).  
The Myth of Absolutism,  
Change and Continuity in  
Early Modern European  
Monarchy, 121-198.



Jeroen Duindam (1994).  
Myths of Power: Norbert  
Elias and the Early Modern  
European Court.



P. Anderson (1974). Lineages  
of the Absolutist State, 195-  
236; 299-328., NLB London

# Creative Techniques in Psychotherapy and Counselling

65147



## Lecturers in Charge



Doc. dr. sc.  
Adrijana Košćec  
Đuknić



Doc. dr. sc.  
Eva Anđela Delale

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The course is developed in order to acquaint the students with various techniques in psychotherapy and counseling practice through experiential learning. Experiential learning implies active involvement in exercises which will be demonstrated through work on personal examples and experiences. The students will work together, in pairs and small groups. Through immediate use of the techniques the students will also get acquainted with specificities of different psychotherapy modalities and approaches.

## Course Type

- » Psychology (Study) (specific and professional skills, 3rd semester, 2nd year)
- » Psychology (Study) (specific and professional skills, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply counseling and psychotherapy techniques.
2. Estimate critically their own professional role in work with people
3. Appraise the importance of particular communication skills for successful psychological practice
4. Argue the importance of raising awareness of their own cognitive, emotional and physical processes in work with people
5. Assemble previously acquired theoretical knowledge in psychological practice

## General Competencies

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Appraise the outcomes and consequences of personal practice, as well as the professional competences, knowledge and skills in accordance with the changes and the standards of the profession, as well as national and European regulations.

Value the importance of life-long professional education.



## Grading

Class attendance and participation in exercises - 70%, essay - 10%, Oral exam - 20%.

## Week by Week Schedule

1. Introduction - introduction of the course, introductory exercises
2. Visualization and drawing - technique of guided fantasy, drawing the experience, verbal work through experience
3. Visualization and drawing technique of guided fantasy, drawing the experience, verbal work through experience
4. Associative cards - getting acquainted with various decks of associative cards thorough work in pairs and in group
5. Associative cards - getting acquainted with various decks of associative cards thorough work in pairs and in group
6. Movement and body work raising awareness of the body, experimenting with movement and positions, muscle testing, dance movement psychotherapy
7. Movement and body work raising awareness of the body, experimenting with movement and positions, muscle testing, dance movement psychotherapy
8. Techniques in work with children and adolescents drawing the feelings, technique of defining goal and steps, dialogue, family maps, assorting stones; puppets, fairy tales, stories
9. Techniques in work with children and adolescents drawing the feelings, technique of defining goal and steps, dialogue, family maps, assorting stones; puppets, fairy tales, stories
10. Role playing and "empty chair" technique working through potentially challenging communications and situations with others and within oneself
11. Role playing and "empty chair" technique working through potentially challenging communications and situations with others and within oneself
12. Gestalt dreamwork retelling dream in present tense, identification with particular element of the dream, working through relationship between different elements of the dream, closing the story, rearranging the dream
13. Gestalt dreamwork retelling dream in present tense, identification with particular element of the dream, working through relationship between different elements of the dream, closing the story, rearranging the dream
14. Constellations and spatial relations exploring personal place in the system (family, peers, coworkers), exploring the dynamics between members of the system, experimenting with different positions within the system
15. Constellations and spatial relations exploring personal place in the system (family, peers, coworkers), exploring the dynamics between members of the system, experimenting with different positions within the system

## Literature



Bucay, J. (2007). *Ispričaj ću ti priču*, Zagreb: Fraktura.

# Criminology bullying

57200

## Lecturer in Charge



Izv. prof. dr. sc.  
Irena Cajner  
Mraović

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Irena Cajner  
Mraović

## Course Description

The aim of the course is to enable students to recognize different patterns of violence including violent crimes and to understand the key issues in explaining different patterns of violent behaviour. Within the course, students will learn interdisciplinary approach to violent behaviour and familiarize with recent research in the field. They will demonstrate mastery of the broad knowledge and in-depth understanding required in the field of prevention of violence.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl (4420): elective courses, 1st semester (science stream), 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply typologies of violent crime
2. Distinguish the key issues in explaining patterns of homicide
3. Distinguish the key issues in explaining patterns of sexual violent crime
4. Distinguish the key issues in explaining patterns of hooliganism
5. Distinguish the key issues in explaining of robbery
6. Explain the meaning of the violence for public safety
7. Classify the major characteristics of violent persons
8. Identify the social context in which violence occur

## General Competencies

After completing the course, students will be able to: demonstrate professional communication proficiencies and to make a coherent and comprehensive arguments in the field of comparative criminology and sociology of deviant behaviour; engage in and meaningfully contribute to diverse and complex communities and professional environments consider potential alternatives to improve current conditions and practices in the field of prevention of deviant behaviour; recognize and act on professional dilemmas and ethical challenges that arise in the field of modern sociology of deviant behaviour

## Grading

1. colloquium 25%; 2. colloquium 25%; written seminar 25%; active participation in seminars 25%.

## Week by Week Schedule

1. Introduction
2. Basic terms and concepts
3. Typologies of violence
4. Theories of violence
5. Social context of violence
6. Individual characteristics of violent persons
7. The first colloquium
8. Homicide
9. Rape
10. Robbery
11. Hooliganism
12. Hate Crime
13. Institutional violence
14. The second colloquium
15. Final remarks

## Literature



Singer, M., Kovčo Vukadin, I., Cajner Mraović, I. (2002) Kriminologija. Zagreb: Nakladni zavod Globus.



Frank Schmalleger (2002) Criminology Today. An Integrative Introduction. Prentice Hall.



Singer, M. i sur. (2005) Kriminologija delikata nasilja. Zagreb: Nakladni zavod Globus.



Eamonn Carrabine, Pam Cox, Magy Lee, Ken Plummer, Nigel South (2009) Criminology. A sociological introduction. Routledge

# Croatian Culture in within Mediterranean and Western Culture

57142



## Lecturer in Charge



Prof. dr. sc.  
Slobodan  
Prosperov Novak

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

During this course students will acquire the knowledge on comparative history of Croatian literature but also arts, sciences and philosophy of modernity specially in the early modern and modern time. Attention is going to be given to all subjects dealing with the cultural contacts between Croatian and various European cultures and literatures. Participation of main capitals of European nations in the building of Croatian cultural identity and the form of the principal institutions. Analyses of Croatian regions and their synchronic relationship with other nations. The question of otherness in modern anthropology. Introduction in the imagology.

## Course Type

» Science Stream (Croatian Studies Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify the features of Croatian culture in the framework of the Mediterranean and western European cultures
2. Apply acquired knowledge interpreting the state of national consciousness and its changes through the history
3. Describe the Croatian ideas of others as well as perceptions of Croats by others
4. Define the prejudices that are part of the cultural identity of the Croatians as well of the other Europeans
5. Describe the features of Croatian culture within the Mediterranean and western European culture
6. Apply the acquired knowledge to reconstruct elements of the Croatian national identity in and analyze may elements on which are built the prejudices

## General Competencies

Upon the completion of this course, students will be able to distinguish between content and semantic features in the field of comparative history of Croatian literature, arts, sciences and philosophy of modernity but also of the early modern period literature and culture. They will be trained to analyze the Croatian cultural regions and their synchronic relationship with related countries and their identities.

## Grading

Two essays during the semester. Paper at the end.

## Week by Week Schedule

1. Introduction in the history of Croatian comparative literature with special insight into the activities of Vatroslav Jagić, Mirko Deanović, Josip Badalić, Ivo Hergešić, Josip Torbarina. Idea of comparative literature and its metamorphosis.
2. Italy and its literary spots. Geography and literature within the theses of Carlo Dionisotti. The influence of Italian cities in the cultural history of Croats: Rome, Milano, Venice, Florence.
3. As a cultural laboratory. Italian universities and Croats.
4. Croats in Italy. Italians in Croatia. Synoptic look at the phenomenon of transmitters. From Giovanni of Ravenna to Gritzko Mascioni. Concept of Orientalism and the Concept of half Orientalism.
5. Canon and the process of literary canonization. Examples: Marin Držić, Ivan Gundulić, Miroslav Krleža.
6. Vienna as a European cultural capital. Croatian traces in Austria. Spirit of Austrian Monarchy and its influences on the modern Croatian culture and ideology. Croatian myths in the Austrian context. Example: Zrinski myth.
7. France and Croats. Literary canon in French Literature. Moliere in Dubrovnik. Šenoa and French literature. Matoš in Paris.
8. Party of Right and Russians. Križanić in Russia. Radić and Križanić as Krleža's symbolic twins.
9. Richard the Lion Heart in Dubrovnik. Shakespeare's knowledge of Croats and Croatia. The Concept of Illyria. Travelers as the writers in the early modern age. Croatian travelogue.
10. India and Croats. The concept of India in the western literatures. The case of Ivan Vezdin.
11. Croatian literary and artistic heritage in the Bay of Kotor in today's Montenegro. Franciscans in Turkish Bosnia. Heritage of Croats in Hungary and by Slovaks. Croats in Prag.
12. Croatian identity and church orders: the contribution of the Benedictines, Franciscans, Dominicans and Jesuits.
13. The history of theater in the Croatia and in the Europe. Comparative view. Festivals and the outdoor theater in the European experiences.
14. Dubrovnik as a literary myth. Brothers Vojnović. Myth of Dubrovnik.
15. Croatian islands and their cultural profile. Example: Island of Hvar. The literary experiences of the Mediterranean people. Balkan and his mentality.

## Literature



Johnston, William M. (1993). Austrijski duh, Nakladni zavod Globus, Zagreb



Novak Prosperov, Slobodan (2009). Slaveni u renesansi, Matica hrvatska, Zagreb



Mardešić, Ivo (1995). Hrvatska/Velika Britanija : Povijest kulturnih i književnih odnosa, Društvo hrvatskih književnika, Zagreb



Zorić, Mate (1992). Književna prožimanja hrvatsko-talijanska, Književni krug, Split



Raspudić, Nino (2010). Jadranski (polu)orijentalizam: Prikaz Hrvatsa u talijanskoj književnosti, Naklada Jurčić, Zagreb

# Croatian Educators – the Enlightenment

61956



## Lecturer in Charge



Prof. dr. sc.  
Mijo Korade

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Prof. dr. sc. Mijo Korade

## Course Description

The lecturer will acquaint the students with the beginnings of the development of pedagogy on the territory of Croatia prior to and during the creation of mass public education, when the state takes the organizing role regarding the school system. The objective is to study the first writers and performers of educational practice from the 16th to the second half of the 19th century.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (required elective group\_2nd semester, 2nd semester, 1st year)
- » Teaching Stream (Croatian Studies Profile) (required elective group\_2nd semester, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (required elective group\_2nd semester, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (required elective group\_2nd semester, 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (required elective group\_2nd semester, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Recognize pedagogical elements in old Croatian writers' works of religious and general character,
2. Analyze the first elements of pedagogy in the works of Nikola Gučetić, Nikola Krajačević, B. A. Krčelić, M. A. Reljković and others, as well as in the works and activities of Jesuit, Fransican and other Enlightenment educators and writers (E. Pavić, A. T. Blagojević, J. Milunović, J. Mulih, A. Kanižlić, I. Velikanović etc.)
3. Identify the main development tendencies of pedagogical thought in the 19th century,
4. Recognize 19th century educators, the writers of the first pedagogy works and textbooks in the Croatian language, creators of the science of pedagogy in Croatia (Lj. Vukotinović, S. Ilijašević, S. Novotny, Lj. Modec, I. Filipović, S. Fabković, S. Basariček, I. Širola, V. Danilo etc.)

5. Interpret the activity of the main protagonists of pedagogical thought in the 19th century,
6. Identify the philosophers who start discussing educational issues (Franjo Marković, Đuro Arnold).

## General Competencies

At the level of the programme, the students will be able to:

Identify pedagogical tenets in the works of individual Croatian writers of the time.

Explain both the need for pedagogical ideas at the time on the territory of Croatia and the contribution to the entire pedagogical movement.

## Grading

Regular attendance (verified by students personally, with the record checked during the ensuing class) and discussions with the lecturer and colleagues (10% of the final grade).

Power point presentation of a book from the list of additional literature, and discussion with other students (30% of the final grade).

Written exam based on obligatory literature, 15 questions (60% of the final grade).

## Week by Week Schedule

1. Introductory lecture: periodization, methodology, and objectives of the course.
2. Nikola Gučetić – Croatian Renaissance representative of pedagogical thought
3. Pedagogical elements in the Croatian Baroque works from the 17th century
4. National and moral instruction of Andrija Kačić Miošić
5. „Abecevice“, forewords and catechisms by Antun Kanižlić i Josip Milunović
6. Pedagogical elements in the moral works of Juraj Muliš
7. Enlightenment critique and lessons by Antun Matija Reljković
8. Moral and didactic booklets by Jakov Lovrenčić
9. Woman author, translator, and educator Marija Fabković
10. Pedagogical works and initiatives of Marija Jambrišak
11. The most influential educator, organizer and writer Ivan Filipović
12. Stjepan Basariček and the development of the Croatian science of pedagogy
13. Teaching methodology textbooks in the field of pedagogy by Ljudevit Modec
14. Skender Fabković as a translator, writer, and educator
15. The presence of pedagogical thought in the works of Croatian philosophers Franjo Marković and Đuro Arnold

## Literature



E. Munjiza (2009). *Povijest hrvatskog školstva i pedagogije*



# Croatian Press in the Diaspora

57237

## Lecturer in Charge



Izv. prof. dr. sc.  
Sanja Vulić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Sanja Vulić

## Course Description

The aim of the course is to enable the acquisition of a theoretical and analytical framework for understanding and analyzing the Croatian press in the Diaspora considering various aspects (media content, the role in the community in which they are printed, language/languages in which they are printed). Doing independent research (to search for new journals on the internet).

## Course Type

- » Science Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)
- » Science Stream (Croatian Studies Profile) (elective courses 2, 4th semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze different genres in the Diaspora press
2. Explain the primary differences between the press in the autochthonous communities in the Diaspora and the immigrant press.
3. Explain the primary differences between the press on certain continents.
4. Explain fundamental critical competencies of classification, analysis and evaluation of certain newspaper content.

## General Competencies

Understand why newspaper is important media for the communities in the Diaspora. Do research on different genres in the Diaspora press.

## Grading

It is assessed the participation in class, activities during the class, the quality of the seminar paper, the way it is presented in the form of report to colleagues and teacher.

## Week by Week Schedule

1. Basic concepts: the Diaspora, autochthonous communities (migration, autonomous, emigration), basic groups
2. Historical overview
3. Division of the Croatian press in the Diaspora according to the content and purpose
4. General press in the autochthonous Croatian communities in the Diaspora
5. General press in the Croatian diaspora
6. Religious press in the autochthonous Croatian communities in the Diaspora
7. Religious press in the Croatian diaspora
8. Party newsletter
9. Press intended for readers of certain age in the autochthonous Croatian communities in the Diaspora
10. Press intended for readers of certain age in the Croatian diaspora
11. Press of literature and culture
12. Scientific and popular scientific journals
13. Specialized press
14. Common characteristics of the press in the Diaspora as a whole
15. Language of Croatian press in the Diaspora

## Literature



Benčić, N. (ur.) (1985).  
Novine i časopisi  
gradišćanskih Hrvatov.,  
Željezno: Hrvatsko  
štamparsko društvo



Kukavica, V. (2006).  
Suvremeni hrvatski časopisi  
i knjige izvan Hrvatske.,  
Hrvatski iseljenički zbornik,  
Zagreb: Hrvatska matica  
iseljenika



Vulić, S. (2000). Hrvatski  
tisak u dijaspori. Korabljica  
7., Sekcija Društva hrvatskih  
književnika i Hrvatskog  
centra PEN-a za  
proučavanje književnosti u  
hrvatskom iseljeništvu

# Croatian Standard Language

57151



## Lecturer in Charge



Prof. dr. sc.  
Branka Tafra

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Prof. dr. sc. Branka Tafra

## Course Description

The aim of this course is to strengthen the acquired knowledge of Croatian standard language, its history and the current standards, to apply this knowledge, to fill any possible gaps, deepen theoretical engagement with language, familiarize students with the curriculum of Croatian language in primary and secondary schools and to capacitate them to independently prepare materials for processing linguistic topics from the curriculum. Through individual and group work, the students will develop their abilities for critical deliberation of linguistic literature, as well as other required competencies.

## Course Type

» Teaching Stream (Croatian Studies Profile) (kro-dipl (4424): elective courses 1, 2nd semester (science stream), 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define basic linguistic concepts;
2. Differentiate language varieties and linguistic levels;
3. Distinguish between diachronic and synchronic linguistic phenomena;
4. Distinguish norm from usage;
5. Prepare a lecture for a chosen linguistic topic and present it;
6. Relate linguistic and literary topics in teaching
7. Analyze and critically interpret linguistic handbooks and literature;
8. Describe and independently deliberate language.

## General Competencies

Consolidate the overall knowledge on the Croatian language and approach it as a means of communication and artistic expression.

## Grading

Max number of points: compulsory attendance 80% = 10, both tests passed = 30, written exam = 20, oral examination = 20, activity in class = 20, a total of 100 points. Grades on tests and final exam: 51-63 = 2, 64-75 = 3, 76-87 = 4, 88-100 = 5

## Week by Week Schedule

1. The theory of standard language
2. The basics of phonetics and phonology
3. CSL and dialects - the main differences in phonemic and accentual system
4. Orthoepy and orthography
5. The basics of morphology
6. CSL and dialects – the main morphological differences
7. Linguistic workshop and the first test
8. The basics of syntax
9. CSL and dialects – the main syntactic differences
10. Basics of lexicology and related disciplines
11. CSL and dialects – the main lexical differences
12. The main features of the history of Croatian Standard Language
13. The main features of the history of Croatian lexicography
14. Normative handbooks
15. Linguistic workshop and the second test

## Literature



Hrvatski jezik, I, II, III, IV  
(bilo koji izdavač)



E. Barić i dr. (2005).  
Hrvatska gramatika, (bilo  
koje izdanje), Školska knjiga,  
Zagreb



J. Silić, I. Pranjković (2006).  
Hrvatska gramatika,  
Školska knjiga, Zagreb



R. Katičić (2002). Sintaksa  
hrvatskoga književnoga  
jezika, Globus, zagreb

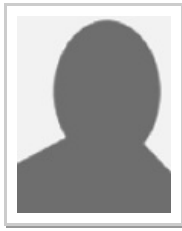


D. Raguž (1997). Praktična  
hrvatska gramatika,  
Medicinska naklada, Zagreb

# Croatian Writers of European Reference

57132

## Lecturer in Charge



Doc. dr. sc.  
Dubravka Zima

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Dubravka Zima

## Course Description

To introduce the students to the basics of literary science. Adopt a scientific approach to literary texts. Investigate the recent Croatian literature in correlation and references to the European literary space.

## Course Type

» Science Stream (Croatian Studies Profile) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe and formulate key concepts of national literature in relation to the chronologically corresponding European literary flows
2. Identify individual literary works of the national literature in the context of European and world literature;
3. Analyse and independently process selected topics in literature and literary science;
4. Write a short functional academic paper in the field of literary science (biographical lexicon unit, annotation, introductory text, etc.).

## General Competencies

Formulate and describe the key concepts in national literature in relation to the chronologically corresponding European literary flows. Identify individual literary opuses of the national literature in the context of European and world literature.

## Grading

Class participation 20%,  
Required reading 20%,  
Independently writing a seminar paper 20%,  
Written exam/preliminary exam 20%,  
Preliminary exam essay 20%.

## Week by Week Schedule

1. Introduction to the study of literature. Mode of work. Agreement on the seminar assignments and preliminary exams. List of literature and reading.
2. Reading texts: Terry Eagleton: What is literature? Jonathan Culler: Literature, what is it and is it important? A brief written report on the read texts.
3. The historical novel as a European genre. Work on the text: August Šenoa "Zlatarovo zlato" (Goldsmith's Gold).
4. Secession, the avant-garde? Work on the text: A. G. Matoš: "Dojmovi s Pariške izložbe".
5. European Neo-Romanticism, Anti-Modernism? Ivana Brlić Mažuranić: "Čudnovate zgrade šegrta Hlapića" (The Marvellous Adventures of Hlapić the Apprentice). Youth literature.
6. Work on the text: Josip Kosor: "Požar strasti". European literary success. Janko Polić Kamov: "Isušena kaljuža". Avant-garde in the European context.
7. Miroslav Krleža: prose cycle about the Glembays. European genealogical novel.
8. Field work: a visit to the Memorial Centre Bela and Miroslav Krleža Institute.
9. Ivo Andrić and Croatian literature. Work on the text.
10. Croatian surrealism in the European context. Work on the text: Radovan Ivšić: "Kralj Gordogan".
11. Work on the text: Slavenka Drakulić.
12. Work on the text: Dubravka Ugrešić.
13. Work on the text: Miljenko Jergović: "Sarajevski Marlboro".
14. Work on the text: Predrag Matvejević: "Mediterranski brežujar".
15. Course evaluation. Preliminary exam.

## Literature



Ur. A. Flaker, K. Pranjić (1970). Hrvatska književnost prema evropskim književnostima, Liber, Zagreb



Ur. A. Flaker, Z. Škreb. (1978). Hrvatska književnost u evropskom kontekstu, Zavod za znanost o književnosti Filozofskog fakulteta Sveučilišta



Aleksandar Flaker (1988). Nomadi ljepote, SNL, Zagreb



Batušić, Kravar, Žmegač (2001). Književni protusvjetovi, Matica hrvatska, Zagreb



Viktor Žmegač (2001). Krležini europski obzori, Znanje, Zagreb

# Croatia Protected Natural and Cultural Heritage

57139



## Lecturer in Charge



Prof. dr. sc.  
Alojz Jembrih

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Vlatka Vukelić, dr. sc.

## Course Description

Introduce the students attending the course to the wealth of tangible and intangible cultural heritage of the Croatian territory and emphasize the importance of natural resources and relief advantages in which our country abounds. Tangible heritage is relatively easy to present, define historically and socially, as it pertains to cultural monuments of general importance. Intangible heritage of Croatia comprises intangible cultural heritage such as oral traditions, social practices, rituals, festivals, and the knowledge and skills of traditional crafts. In addition to learning about the cultural heritage, the students will acquire basic knowledge about the natural monuments in the Croatian territory.

## Course Type

» Science Stream (Croatian Studies Profile) (kro-dipl (4422): elective courses 1, 2nd semester (science stream), 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Name tangible and intangible cultural heritage in the Croatian territory.
2. List protected natural heritage in the Croatian territory.
3. Explain the conditions under which certain content of general cultural significance becomes part of the wider world cultural and protected natural heritage.
4. Demonstrate the uniqueness of Croatia in terms of categorization and wealth of cultural heritage.
5. Evaluate the existing system of categorization of cultural heritage in Croatia.

## General Competencies

Recount the facts and insights on intangible and tangible cultural heritage in the Republic of Croatia.

## Grading

Seminar, class participation and exam (written and oral) are graded (40:10:50)

## Week by Week Schedule

1. Introduction to basic concepts: cultural heritage, natural heritage, theories and methods of preserving heritage, familiarizing with the reference databases, getting to know Croatian laws that protect cultural heritage.
2. Convention Concerning the Protection of the World Cultural and Natural Heritage
3. Heritage of the Croatian Republic on the UNESCO World Heritage List
4. Heritage on the Croatian accession list
5. Diocletian Palace and Medieval Split, Dubrovnik Old Town, Early Christian complex of Euphrasius' Basilica in Poreč
6. Plitvice Lakes National Park, Historic City of Trogir, the Cathedral of Saint Jacob in Šibenik, Stari Grad Plain on the island of Hvar.
7. Intangible Heritage: Speech of the island of Susak, speech of Žminj, speech of Bednja, Istrian-Romanian speech, speech of village Siče in Posavina, Humna Sutli speech, speech and toponymy of the village Vidonje, Kaikavian dialect (ikavian) of the lower Sutla
8. Dances: Drmeš, Kolanje, Lindo, Taraban, Trusa, Trojanac; singing: Istrian two-part singing and playing in the Istrian scale, Bečarac, Brojkavica, nursery rhymes, Klapa singing, Travel song
9. Traditional instruments: dvojnice, tambura, tambura samica, gajde, mih, lirica, lijericica, fičoške, drombulje, diplice, diple, svirale, gusle, harmonika triestina; Processions: Ljelje, betlemaši, u Cvitnicu Jelo (Bosniaks), Jela (Račinovci), kiti bunar (Babina Greda), Adam and Eve (Županja), riders
10. Manifestations: "Picokijada - Legenda o picokima" (Legend of the roosters), "Đakovački vezovi" (The Đakovo Embroideries), Varažin Baroque Evenings, Vinkovci Autumn Festival
11. Handicrafts, clothing, food: Svitak(svitek) from the island of Krk, production of wooden toys of the Croatian Zagorje, Croatian lacemaking from Pag, Hvar and Lepoglava, loom weaving, rules for maintaining and putting on traditional folk costumes, gold embroidery and silk embroidery, weaving and unweaving, rolling wool, traditional hairstyles and headgear
12. Games: Sinjska alka, Moreška, ball game in Trilj, Picigin
13. Liturgical and folk traditions: Festa of Saint Vlaho, Zvončari from Kastavština region, Ljelje in Gorjani, Procession of the Cross on the island of Hvar ("Za Križen")
14. Crafts and skills: Gingerbread hearts, Batana, construction skills (roof making, tamping dirt floors, wall construction by ramming, fence weaving from twigs, coating wattle), pottery, gingerbread and honey crafts, coal making, well making, traditional art of decorating Easter eggs, gingerbread heart, gourd decorating, Šibenik cap, Šibenik button, skill of constructing Rovinj batana
15. Field work



## Literature



Milan Prelog (1999). Studije o hrvatskoj umjetnosti / Ivančević, Radovan (ur.), Zagreb: Institut za povijest umjetnosti, Naklada Prelog



Ivančević, Radovan (1998). Šibenska katedrala, (monografija), Šibenik: Gradska knjižnica Juraj Šišgorić



Radovan Ivančević (1993). Umjetničko blago Hrvatske, Motovun



Milan Prelog (1986). Eufrazijeva bazilika u Poreču, Zagreb: Grafički zavod Hrvatske [etc.]



(2013). Svetišta dalmatinskih katedrala: rješenja u prošlosti i izazovi obnove : program znanstvenog skupa i knjižica sažetaka : Split-Trogir, 27. i 28. rujna 2013./ [organizacija skupa] Međunarodni institut za restauriranje povijesnih i umjetničkih djela IIC, Hrvatska grupa, Institut za povijest umjetnosti - Centar Cvito Fisković Split, Split : Institut za povijest umjetnosti - Centar Cvito Fisković, 2013

# Cross-disciplinary perspectives on the analysis of culture, context and communication

115673



## Lecturer in Charge



Doc. dr. sc.  
Tihana Brkljačić

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

The course is organized as a series of ten topics and 15 lecture-and-discussion sessions, each organized a particular Core Reading which represents either a classic landmark in cross-disciplinary communication studies or a recent study that pioneers an important contemporary research direction as work in this domain expands its horizons in our increasingly fragmented but at the same time increasingly unified world.

In a general way the course is divided into two halves: the first is concerned with understanding the covert knowledge that verbal interactants have regarding how such communication is SUPPOSED TO unfold in their culture -- i.e. their tacit command of the terms of the implicit covenant that governs communication as a culturally-shared contract. The second half of the course focuses attention on a variety of widespread communicative situations in which this contract is -- or at least appears to be -- violated, and considers whether these breakdowns represent downright rejections of co-operative intent or instead reflect divergent culturally-instilled assumptions and styles regarding the ways in which co-operative discourse is expected to unfold.

The focal point of departure for each lecture and discussion will be a specific scholarly publication which represents a landmark contribution to communication studies. The following course schedule briefly characterizes the content and goals of each session in turn, specifying the:

- (a) Core Reading which supplies the central themes of the lecture
- (b) Focal Topic whose dimensions will be explored
- (c) Expected Learning Outcomes for the participants

Under the (c) rubric two types of outcomes are listed in each case. The first represents a more passive objective whereby the student can demonstrate a basic understanding of the fundamental issues and claims around which the Core Reading and lecture are organized. The second is more active, requiring the student to reach beyond the immediate content of the material in one of various ways -- provide additional examples that extend the scope of the analysis, apply the constructs covered to selected samples of new data, critically assess certain aspects of the studies examined, etc.

## Course Type

- » Psychology (Study) (elective courses, 1st semester, 1st year)
- » Psychology (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List the fundamental guiding principles and the structural components of Hymes' framework.
2. Apply these analytical tools to the description of a designated sample communication event.
3. Explain how the various Maxims can help an Addressee to interpret a message which on the surface does NOT seem to be co-operative in nature (and would thus appear to be a "breach of contract" that threatens the interaction), by providing a basis for construing the Speech Act as indirectly or obliquely in compliance with the tacit conversational covenant.
4. Differentiate between these core uses of intonation patterns versus the extended exploitation of prosodic contours as devices for building "meta-messages" into the basic verbal text in English.
5. Review the various psychological and social criteria that influence the decision to use a particular pronoun form in one-on-one communication.
6. Define and distinguish between the key pairs of terms fundamental to the analysis of information-structure, e.g.: Given-vs.-New, Subject-vs.-Topic, Topic-vs-Comment
7. Compare and contrast English vs. Croatian grammatical patterns as to how rigidly they require Speakers to specify the pragmatic status of referential expressions.
8. Summarize the central claims that constitute Tannen's position, and give examples illustrating their
9. Tabulate the most important general ways in which written communication differs systematically from oral, and especially face-to-face, dialogue.
10. Review the major sources of pragmatic "interference" which routinely threaten to undermine conversations between native and non-native speakers of English in formalized or informal contexts of interaction.

## General Competencies

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of the members of different social groups and cultures as well as the specifics of their environmental and social context. Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities. Appraise the outcomes and consequences of personal practice, as well as the professional competences, knowledge and skills in accordance with the changes and the standards of the profession, as well as national and European regulations.

## Grading

100% exam

## Week by Week Schedule

1. Approaching the Empirical Territory: Missions, Maps, and Methods

2. Pursuing Speaker Objectives: Purposes, Plans, and Protocols
3. Pursuing Speaker Objectives: Purposes, Plans, and Protocols
4. Processing the Incoming Message: Contracts, Conflicts, and Contexts
5. Grammatical Resources for Packaging Meaning, Case Study [1] -- PHONOLOGY
6. Grammatical Resources for Packaging Meaning, Case Study [1] -- PHONOLOGY
7. Grammatical Resources for Packaging Meaning, Case Study [2] -- MORPHOLOGY
8. Grammatical Resources for Packaging Meaning, Case Study [3] -- SYNTAX
9. Language, 2 Cultures: Contract Breakdown, Case Study [A] -- GENDER GULF
10. Language, 2 Cultures: Contract Breakdown, Case Study [A] -- GENDER GULF
11. Language, 2 Cultures: Contract Breakdown, Case Study [B] -- GENERATION GAP
12. Language, 2 Cultures: Contract Breakdown, Case Study [B] -- GENERATION GAP
13. Language, 2 Cultures: Contract Breakdown, Case Study [C] -- GLOBAL GLITCH
14. Metaphor or Machiavelli? -- Premeditated verbal orchestration of worldview
15. Metaphor or Machiavelli? -- Premeditated verbal orchestration of worldview

## Literature



Austin, J. L. 1962. *How to Do Things with Words*. Cambridge: Harvard University Press.



Bardovi-Harlig, Kathleen; Beverly S. Hartford (eds.). 2004. *Interlanguage Pragmatics: Exploring Institutional Talk*. Mahwah, NJ: Lawrence Erlbaum Associates.



Bolinger, Dwight. 1989. *Intonation and its Uses: Melody in Grammar and Discourse*. Stanford: Stanford University Press.



Brown, R. & A. Gilman. 1960. *The Pronouns of Power and Solidarity*. In: Thomas A. Sebeok (ed.) *Style in Language*. Cambridge: MIT Press, pp. 253-276.



Chafe, Wallace. 1976. *Givenness, contrastiveness, definiteness, subjects, topics, and point of view*. In: Charles F. Li (ed.) *Subject and Topic*, New York: Academic Press, pp. 25-56

# Cultural History

53920



## Lecturer in Charge



Prof. dr. sc.  
Mijo Korade

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	30

Lecturer  
Eva Katarina Glazer, dr. sc.

## Course Description

Course objective is to introduce students to great cultures through historical periods with an emphasis on Croatian culture as integrated part of European culture.

## Course Type

» History (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define methodology in understanding of cultural history
2. Identify the most important processes and people that have shaped croatian and european cultural history
3. Explain cause and effect relations between historical processes and art in historical periods
4. Describe term material culture and its meaning for construction of identity of people
5. Name important features of different cultures
6. Outline remains of material culture in the context of understanding hisotrical periods
7. Compare croatian culture with european culture

## General Competencies

After finishing the programme student will be able to: define historical processes typical for certain historical period; describe historical processes; explain cause and effect relations of historical events and processes; construct a historical context; compare historical processes of different periods; interpret historical sources and remains of material culture;

## Grading

Student activity will be monitored throughout the entire semester. Attendance is mandatory. Students must write a seminar and an essay. The final exam is written.

## Week by Week Schedule

1. Introduction to the course

2. Egypt
3. Greek art
4. Roman art
5. Byzantine art
6. Islam
7. China
8. Guest lecture on subject of medieval sacral architecture
9. Romanesque art
10. Gothic art
11. Renaissance
12. Guest lecture on subject of Symbolic of numbers in J. S. Bach music
13. Age of Reason
14. XIX th century
15. XX th century

## Literature



Braudel, F. (1990).  
Civilizacije kroz povijest,  
Globus, Zagreb



Le Goff, J. (2004). Stara i  
naša Europa, Matica  
Hrvatska, Zagreb



Nugue, C. et al. (2000).  
Velike civilizacije svijeta,  
Extrade, Rijeka



Burckhardt, J. (1999).  
Razmišljanja o svjetskoj  
povijesti, Prosvjeta, Zagreb



Norwich, J.J. (1981). Velike  
arhitekture svijeta, Mladost,  
Zagreb

# Cultural History of Latin

118525



## Lecturer in Charge



Doc. dr. sc.  
Šime Demo

ECTS Credits 6.0

English Level L3

E-learning Level L1

Study Hours  
15  
15

Teaching assistant  
Doc. dr. sc. Šime Demo

## Course Description

Students will learn about the development of Latin within its relevant contexts. Each lesson will include, apart from the theoretical framework, the analysis of an original work illustrating the subject matter being dealt with. Passages will be read and commented upon by students in advance.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (elective courses, 2nd semester, 1st year)
- » Teaching stream (Croatian Latinity Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the dynamics of the use of Latin in various Medieval and Early Modern domains
2. List diachronic stages in the development of Latin
3. Recognize the main features of geographical and social varieties of Latin
4. List the earliest and the most important monuments of Latin
5. Explain the meaning of the Classical Latin as a privileged variety within Latin

## General Competencies

List diachronic stages in the development of Latin, describe the dynamics of the use of Latin in various Medieval and Early Modern domains.

## Grading

During classes students will work over individual matters, with the help of the literature. They will write papers, which will be considered in the evaluation of their work. Final assessment will take place after the final written exam.

## Week by Week Schedule

1. Introduction | Bibliographic and linguistic tools, basic literature
2. Latin within Indo-European language family

3. Basic periodisation of the history of Latin; alternative periodisations
4. Diatopic and diastratic varieties of Latin in the Antiquity
5. The appearance of Latin as a written language | Archaic Latin
6. Classical Latin as a reference point for all later periods
7. Christian Latin | Vulgar Latin | 'Death' of Latin as a living language | Origin of Medieval Latin and Romance languages | Medieval renaissances of Latin
8. Use of Latin in Medieval Church, science and literature
9. Humanist Renaissance of Latin
10. Basic traits of Neo-Latin
11. Neo-Latin Renaissance literature
12. Latin and Early Modern science
13. Abandoning of Latin from the 16th to the 20th c.
14. Status of Latin today (philological, ecclesiastical and amateur use; technical vocabulary in the medicine, law and other areas; status in educational systems)
15. The future of Latin | Conclusions and summarising

## Literature



Clackson, J. – G. Horrocks  
(2007). *The Blackwell  
History of the Latin  
Language*, Malden-Oxford-  
Victoria: Blackwell  
Publishing



Farrell, J. (2001). *Latin  
Language and Latin Culture:  
From Ancient to Modern  
Times*, Cambridge–New  
York: Cambridge  
University Press



# Culture, Identity and Globalization

57218

## Lecturer in Charge



Doc. dr. sc.  
Marinko Šišak

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Marinko Šišak

## Course Description

Introduce students to the concepts of culture, identity and globalization, their theoretical considerations and systematization, and set in a mutual relationship. Analysis of different theoretical approaches to issues of personal and national identity in the modern era essentially defined globalization processes.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze the theoretical approaches to the study of culture, identity and globalization.
2. Define global processes and their influence on culture and identity
3. Distinguish the basic concepts related to globalization
4. Argue and explain the theoretical approaches and their application to empirical material.

## General Competencies

Analysis of contemporary globalization processes in the modern world and their impact on national culture and identity.

## Grading

Evaluated the student's work by participating in discussions, elaboration of selected topics through oral presentations and written work, and the final exam.

## Week by Week Schedule

1. What is Identity?
2. Personal, human and social identity
3. Culture: Definition and Types
4. Theories of Culture
5. Globalization - theories and approaches

6. National and cultural Identity
7. The impact of globalization on national cultures
8. The economic foundations of globalization
9. Collective identities and national communities
10. The dominant culture and convergence of identity
11. The role of mass media in the globalisation processes
12. Christianity and Globalization
13. Fundamentalism and world politics
14. The principles of global ethics
15. The European Union and globalization processes

## Literature



Bhiku Parekh (1998). Nova politika identiteta, Politička kultura



Anthony Smith (2003). Nacionalizam i modernizam, FPZ, Zagreb



Ulrich Beck (1999). Što je globalizacija, u: Anđelko Milardović (ur.), Globalizacija, Pan liber, Zagreb Osijek



Jadranka Grbić Jakopović (2012). Identitet i identifikacijski procesi. Suvremene antropološke teorijske orijentacije, strategije i prakse, u: Prilozi iz hrvatske historiografije. Dies historiae. Zbornik radova sa znanstvenih kolokvija 2009.-2011., 107-147., Zagreb, Hrvatski studiji

# Demography

53914

## Lecturer in Charge



Izv. prof. dr. sc.  
Nenad Pokos

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30
	30

## Teaching assistant

Izv. prof. dr. sc. Nenad Pokos

## Course Description

Getting to know with scientific basics of the course, methods of demographic research and techniques statistical data analyzing.

## Course Type

» Sociology (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define demography as social science.
2. Classify the basic demographic indicators.
3. Explain the changes in the population structures.
4. Explain types of population policies.

## General Competencies

Combine the society related data in the coherent written and oral form.

Outline the opposing viewpoints and alternative hypotheses in the various social issues.

Outline causal relationships between the social phenomena.

Demonstrate the social impacts of the public policies.

Organize the teamwork with co-workers from various disciplines, of different attitudes or value orientations.

## Grading

Class attendance 10%; first test 35%; second test 55%.

## Week by Week Schedule

1. Introduction to demography, demography as social science.
2. Sources for population data analysis, population censuses, methods of demographic research, divisions within demography.
3. Chosen topics in the demographic theory, theory of demographic transition.
4. Total population change, population change.

5. Components of natural population change (fertility, natality, mortality, natural change), determinants of natural population change.
6. Migrations (determinants, types)
7. General population dynamics.
8. Test
9. Depopulation processes.
10. Population structures (sex, age, economical, educational, family, religious, linguistic, racial, ethnic)
11. Demographic ageing, processes of deruralization and urbanization.
12. Dynamics and projections of the world population.
13. Population policy (postulates and types)
14. Demographic changes and social policy
15. Population in the international context.

## Literature



Wertheimer-Baletić, A. (1999): Stanovništvo i razvoj, MATE, Biblioteka Gospodarska misao, Zagreb (odabrana poglavlja).



Nejašmić, I. (2005): Demogeografija - stanovništvo u prostornim odnosima i procesima, Školska knjiga, Zagreb (odabrana poglavlja).



Mesić, M. (2002): Međunarodne migracije - tokovi i teorije, Societas, Zavod za sociologiju, Zagreb (odabrana poglavlja).



Nejašmić, I. (2008.): Stanovništvo Hrvatske, demogeografske studije i analize, Hrvatsko geografsko društvo, Zagreb.



Gelo, J., Akrap, A., Čipin, I. (2005.): Demografski razvoj Hrvatske (bilanca 20. stoljeća), Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti, Zagreb.

# Developmental Psychology

57269



## Lecturer in Charge



Doc. dr. sc.  
Eva Andela Delale

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The course objective is to acquaint students with a systematic overview of scientific insights and concepts in the field of developmental psychology with special emphasis put on the phenomena appearing during the period of adolescence, and to enable students to connect theory and practice by applying the knowledge about developmental concepts and specificities of adolescence on the organization of the teaching process, monitoring the students' development and understanding individual differences in physical and psychological development.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (required course, 2nd semester, 1st year)
- » Teaching Stream (Croatian Studies Profile) (required course, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (required course, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (required course, 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Prepare the teaching process in accordance with developmental achievements of the class and individuals;
2. Recognize deviations from the average developmental path and reasons for it in case of an individual student;
3. Assess the importance of building a constructive and quality identity;
4. Recognize developmental characteristics and the achieved level of every student in the psychomotor, intellectual, emotional and social areas
5. Assess the importance of establishing quality social relationships in class and make class a community of learning;
6. Identify the foundations for the development of a healthy learning motivation in line with insights of positive psychology.

## General Competencies

During the periods of lecturing, learning and evaluating the student will be able to:

Understand basic principles of an individual's development.  
Explain the causes of individual deviations from the average developmental path.  
Evaluate the insights of developmental psychology in the light of new research results from the fields of molecular biology, social psychology and positive psychology.  
Apply the knowledge about the regularity of physical, intellectual, emotional and social development to educational processes, teaching and handling individuals at different developmental levels.

## Grading

Lecture attendance is recorded as well as the amount and quality of interaction with the teacher. The asking of questions and initiation of discussions are encouraged and serve as the signal of comprehension and mastery of new concepts. There are among the written exam questions some questions aiming to check the understanding and generalisation of the regularities of development as well as the application of factual knowledge to practical problems. Creating links, making generalizations and providing examples of the application of acquired knowledge are particularly honoured in essay-type answers.

## Week by Week Schedule

1. The concept of development.
2. Biological influences on development, critical periods, the influence of the biological system and character.
3. Social influences on development, socialization (ecological theories of development), parenthood.
4. Aspects of development (psychomotor, cognitive, emotional, social, personality).
5. Attachment as a socio-biological precondition of development.
6. Cognitive development.
7. Cognitive development as a precondition of memory, learning, and understanding in adolescence.
8. School development (influences on school development, school success, and early abandonment of school).
9. Emotional development, the development of emotional self-regulation, the importance of developing autonomy and independence, the origin of adolescent crisis.
10. Social development, the development of sociability, understanding relationships with others.
11. Moral development.
12. Socio-cognitive development, self-concept, self-image.
13. Insights of positive psychology (needs, reward, intrinsic motivation, goal orientations).
14. Identity in adolescence and identity crisis.
15. Continuous assessment exam.

## Literature



Lacković-Grgin, K. (2006).  
Psihologija adolescencije



Čudina-Obradović, M.;  
Obradović, J. (2006).  
Psihologija braka i obitelji

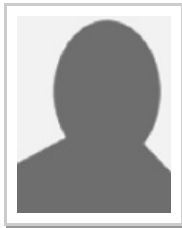


Vasta, R., Haith, M. M.;  
Miller, S. A. (2005). Dječja  
psihologija

# Development in the Social Context

53863

## Lecturer in Charge



Prof. dr. sc.  
Zora Raboteg-  
Šarić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30
	15

## Teaching assistant

Prof. dr. sc. Zora Raboteg-  
Šarić

## Course Description

The content of the course enables students to interpret human behaviour using a multidimensional approach. Students will assess and evaluate contemporary research within bioecological theory framework on the impact of physical environment, culture, societal institutions, communities, families, and peers on the development of children and adolescents taking into account characteristics of individuals and their direct and indirect interaction with different levels of ecological systems. Through critical analysis of various theories and research, students will be able to assess the complexity and variety of life experiences of people and social groups in relation to the social context and environment in which they live. Students will distinguish favourable from unfavourable effects of microsystem, mezosystem, egzsystem and macrosystem on parenting and development of children and youth. Students will analyse the activities of children and youth in different microsystems, their transitions from one environmental context to another and the quality of relationships among their microsystems. Through independent and team work and discussions during the seminar on socially relevant topics, students will reassess their point of view and gain greater insight into their own values and attitudes. Upon completion of the course, students will increase their ability to participate in an interdisciplinary and team work in order to plan programs and interventions that promote positive development of children and youth.

## Course Type

» Psychology (Study) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the main concepts and propositions of bioecological theory of human development;
2. Evaluate the paradigms of research in developmental psychology with regard to whether they allow conclusions about the interaction effects of individual characteristics and different social contexts on the development of the individual;
3. Evaluate the significance and value implications of lay and professional theories of child development and their impact on the micro and macro levels;
4. Assess the effects of macrosystem and egzsystem on functioning and developmental opportunities of the poor and socially excluded families, children and youth, as well as other vulnerable and marginalized social groups;



5. Explain parenting in different cultures and in different socio-economic conditions;
6. Choose the best ways to resolve conflicts of work and family roles;
7. Describe the main demographic, economic and social in modern society that affect the lives of young people during transition to adulthood;
8. Evaluate how the results of research on the development of children and youth in other cultures may be related to Croatian social context and suggest interventions to promote positive development;
9. Develop ethical sensitivity in working with people and collaboration with experts outside their own social context.

## General Competencies

Students will:

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Evaluate the impact of social context and social changes on human development and behaviour of individuals, groups and systems.

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of the members of different social groups and cultures as well as the specificities of their environmental and societal context.

## Grading

During the semester students are required to write and present one group seminar paper. Individual and group contribution, class presentation and discussion is monitored and evaluated, and the quality of the seminar paper contributes 20% to the final grade. Students' performance on two written exams during the first and the second half of the semester or one final written exam contributes 80% to the final grade. Students who successfully pass two exams during the semester are not required to take the final exam. Students who do not wish to take two exams during the semester, as well as those students who are not satisfied with their achievement on these exams, are required to take the final written exam. The scope, the content and the corresponding ECTS points of the final exam meet the requirements of two exams conducted during the semester. Minimum achievement for a passing grade is 50% of the maximum number of grade points. The final grade is calculated based on points earned/total points possible for exams and seminar paper, as follows: 50% to 61% - sufficient, 62% to 74% - good, 75% to 87% - very good, 88% to 100% - excellent.

## Week by Week Schedule

1. Applied developmental science: The definition of a new discipline, aim and scope of work
2. Urie Bronfenbrenner: An ecological approach to the study of human development and criticism of previous research
3. Research paradigms in the study of human development: Class-theoretical models, process models and chronosystem models
4. Bioecological model of human development: Developmental processes, individual characteristics, different levels of environmental context and the impact chronosystem
5. Propositions of bioecological model of human development, the context for positive development and developmental outcomes
6. Culture and parenting: Parental ethnotheories and child-rearing practices
7. Family and work: The impact of egzosystem on child-rearing
8. Employment of parents and parenting
9. Socioeconomic status and poverty: Effects on parenting and child development, methodological and ethical considerations

10. Neighbourhood and community effects on children and their families: risk and protective factors of development, resilience and coping, intervention programs
11. Youth in the 21st century: postadolescence, social changes and growing up in a contemporary society - challenges and difficulties
12. Family in contemporary society: Changes, challenges and the role in the development of children and youth
13. Friendship, peer groups and subcultures as a context of growing up
14. Youth and work: Challenges during transition to the world of work
15. Leisure, media and new technologies: Positive and negative effects on children and youth

## Literature



Raboteg-Šarić, Z. (2010). Razvoj u društvenom kontekstu. Skripta za studente. Zagreb: Hrvatski studiji.



Znanstveni radovi i istraživačka izvješća relevantna za određene teme seminarskih radova.



Bronfenbrenner, U. (2005). Making human beings human: Bioecological perspectives on human development. London: Sage Publications.



Larson, R., Brown; B.B., Mortimer, J. (eds). Adolescents' preparation for the future: Perils and promise. Malden, MA: Blackwell Publishing.



Lerner, R. Jacobs, F., Wertlieb, D. (eds.) (2005). Applied developmental science. Thousand Oaks, CA: Sage Publications.

# Development of Psychological Instruments

53835

## Lecturer in Charge



Doc. dr. sc.  
Iva Šverko

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Iva Šverko

## Course Description

Implementing the knowledge acquired in the course “Theory of Psychological Tests” for the purpose of development of psychological instruments. The acquisition of advanced knowledge in the field of psychometrics.

Within the course the students will develop a psychological instrument and thoroughly analyze it employing the previously acquired psychometric knowledge. Work on development of instrument will include the following topics: defining the subject of psychological testing and the selection of symptomatic behavior, determining appropriate strategies of psychological measurement and choice of appropriate item type, item elaboration, response scaling, evaluating item characteristics-item-analysis, scale reliability analysis, scale validity analysis, instrument revision. Engagement in the course requires thorough study of literature and good knowledge in the field of psychometrics.

## Course Type

» Psychology (Study) (elective methodology courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Evaluate the quality of psychological instruments
2. Develop psychological instrument
3. Plan and conduct validation study
4. Analyze data, interpret the results and conclude on validity of instrument

## General Competencies

Design fundamental and/or applied psychological research and construct and metrically evaluate psychological instruments.

Evaluate multivariate statistical procedures with regard to their limits and to satisfying the theoretical assumptions in concrete situations of application.

Analyze scientific literature in psychology and related disciplines, and produce new scientific knowledge.

## Grading

The rating is assigned based on active participation in class, seminar papers and exams.

## Week by Week Schedule

1. Defining project phases and personal responsibilities in team work
2. Selecting a psychological construct
3. Theoretical foundation of the explored construct
4. Existing psychological instruments
5. Defining the research design
6. Item development
7. Pilot administration of the instrument
8. Data analysis and redefinition of items
9. Conducting research
10. Data entry
11. Analysis of the psychometric characteristics of the instrument
12. Drawing conclusions about the validity of the instrument
13. Writing report
14. Presentation
15. Test

## Literature



Cronbach, J. L. (1990). Essentials of Psychological Testing (5. izdanje). New York: Harper and Row



Nunnally, J. C.; Bernstein, I. H. (1994). Psychometric theory. New York: McGraw-Hill



Raykov, T.; Marcoulides, G. A. (2011). Introduction to Psychometric Theory. New York: Routledge



Rust, J.; Golombok, S. (2009). Modern psychometrics. London and New York: Routledge



Standardi za psihološko i pedagoško testiranje (2006). Jastrebarsko: Naklada Slap

# Development of the Croatian language

61936

## Lecturer in Charge



Prof. dr. sc.  
Georg Holzer

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The aim of the course is to familiarize students with the development of the Croatian language of its earliest Indo-European origins to its present form. Special attention is given to ancient Slavic and generally Slavic past of the Croatian language, as well as various linguistic contacts between the ancient Slavic and Croatian languages and with other languages as well.

## Course Type

- » Science Stream (Croatian Studies Profile) (elective courses 2, 1st semester, 1st year)
- » Science Stream (Croatian Studies Profile) (elective courses 2, 3rd semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 1st semester, 1st year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain fundamental facts on Indo-European languages
2. Describe developments of Croatian language from its Indo-European origins
3. Compare facts from Old Slavonic and General Slavonic history of Croatian language
4. Analyze early language contacts between Slavic languages, including Croatian

## General Competencies

The students shall be able to describe the earliest phase in the development of Croatian language and understand language contacts between Slavic nations

## Grading

Class attendance, acquired knowledge tested in a written exam.

## Week by Week Schedule

1. The Indoeuropean language family and proto-language, the homelands of the Slavs
2. The relationship and contacts between the Slavic language in its homelands and the languages of the neighbors
3. Gothic and older loans in Slavic
4. The expansion of Slavic to the Danube
5. The multilingual Slavic society of those times in the light of anthroponyms
6. The role of the Avars in the development of Slavic
7. The "Great Expansion", Proto-Slavic and its reconstruction
8. The continuum of the Common Slavic dialects and the problem of drawing borderlines around and between South Slavic
9. The Protocroats
10. The Dalmatoromance loans in Croatian
11. Friulian loans in Croatian
12. Old High German loans in Croatian
13. The Slavic language of Thessalonike and Church Slavonic in Croatia
14. Ecclesiastical terms of Latin (and further Greek and Hebrew) origin in Croatian
15. The so called "Balkan" grecisms in Croatian

## Literature



Radoslav Katičić,  
Litterarum studia.  
Književnost i naobrazba  
ranoga hrvatskog  
srednjovjekovlja, Zagreb,  
1998, str. 75-378.



Georg Holzer, Die  
Einheitlichkeit des  
Slavischen um 600 n. Chr.  
und ihr Zerfall, Wiener  
Slavistisches Jahrbuch 41  
(1995) 55-89.



Georg Holzer, Gli Slavi  
prima del loro arrivo in  
Occidente, u: Lo spazio  
letterario del Medioevo. 3.  
Le culture circostanti.  
Direttori: Mario Capaldo,  
Franco Cardini, Guglielmo  
Cavallo, Biancamaria  
Scarcia Amoretti. Volume  
III: Le culture slave. A cura  
di Mario Capaldo, Roma  
2006, 13-49.



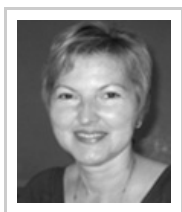
Georg Holzer, Glasovni  
razvoj hrvatskoga jezika,  
Zagreb, 2011.

# Diagnostic Criteria in Clinical Practice

53810



## Lecturer in Charge



Prof. dr. sc.  
Jasminka Despot  
Lučanin

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Ljiljana Pačić Turk, Prof. v. š.  
dr. sc.

## Course Description

Enabling the students to plan psychological evaluations, conduct quantitative and qualitative result analysis and on the basis of these results and their interpretation enabling them to better distinguish diagnostic categories which they will most commonly encounter in clinical practice. The applicability of the acquired knowledge in the practice of working with clients - planning psychological evaluations with regard to individual cases and diagnostic categories.

## Course Type

- » Psychology (Study) (elective courses, 1st semester, 1st year)
- » Psychology (Study) (elective courses, 2nd semester, 1st year)
- » Psychology (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe and explain different diagnostic categories symptoms
2. Plan the clinical assessment procedure adjusted to each individual case
3. Analyze the relevant data obtained by psychological assessment procedure
4. Summarize the relevant information obtained from the above mentioned procedures
5. Prepare the clinical psychological assessment according to clinical disorders specificity
6. Distinguish most common diagnostic categories in clinical practice
7. Estimate most common diagnostic categories in clinical practice

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Establish links between the theoretical models about the specific components of human cognition (attention, memory, language, problem solving, judgment and decision-making, cognitive development, consciousness) and the theoretical psychology and/or psychological practice.

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

## Grading

Regular and active participation in class, seminar writing and presentation on the grounds of scientific paper analysis; oral written paper presentation. Final student evaluation of the teaching process and teacher.

## Week by Week Schedule

1. Introduction
2. Criteria for distinguishing normal and abnormal behavior and different diagnostic categories
3. Classifications
4. The basis of differential diagnosis - stages in differential- diagnosis procedures
5. Dementia - different types and etiology (Alzheimer, frontotemporal, cerebrovascular, Lewi body, Parkinson)
6. Learning and memory deficits - quantitative and qualitative analyses of the results obtained by different tests of memory, possible conclusions about the etiology of deficits
7. Organicity - quantitative and qualitative analyses of the neuropsychological assessment results, possible conclusions about the organic etiology of deficits
8. ADD/ADHD
9. Seminars - presentation of scientific and professional papers in terms of differential diagnosis
10. Seminars - presentation of scientific and professional papers in terms of differential diagnosis
11. Seminars - presentation of scientific and professional papers in terms of differential diagnosis
12. Seminars - presentation of scientific and professional papers in terms of differential diagnosis
13. Seminars - presentation of scientific and professional papers in terms of differential diagnosis
14. Seminars - presentation of scientific and professional papers in terms of differential diagnosis
15. Differential diagnosis in practice - the most common issues encountered



## Literature



FIRST M.B., FRANCES A.,  
PINCUS H.A. (1997). DSM  
IV. Priručnik za  
diferencijalnu dijagnostiku.  
Jastrebarsko: Naklada Slap



Američka psihijatrijska  
udruga. (1996) DSM IV.  
Jastrebarsko: Naklada Slap



Nastavni tekstovi



Izbor znanstvenih i stručnih  
radova

# Dictatorships in Central Europe

57170



## Lecturer in Charge



Prof. dr. sc.  
Tihomir Cipek

ECTS Credits	4.0
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English Level	L1
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant  
Prof. dr. sc. Tihomir Cipek

## Course Description

Course objectives are to introduce students to the concept and main features of the dictatorship, the manner of origin, ideology, development and changes that were adopted in the second half of the 20th century in Central Europe. The emphasis is on the analysis of historical action 'structure of long duration' in contemporary politics.

## Course Type

- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify regional history as important in comparing the cases with Croatian,
2. Define the characteristics of a dictatorship in the Central European region,
3. Analyze the basic problems of regional history in comparative framework over the long term,
4. Define dictatorship as an important political concept,
5. Explain the causal relationship developing of countries and regimes in our immediate environment,
6. Use successfully comparative history as a model in the study of history,
7. Compare historical processes and the course of historical events in the regional area in the 20th century.

## General Competencies

After finishing the programme student will be able to:  
explain cause and effect relations of historical events and processes,  
reconstruct historiographic tools in making conclusions of historical processes and events,  
compare historical processes of different periods,  
demonstrate the importance of interdisciplinary interpretatons of historical events,  
differentiate specificities of historical periods.

## Grading

Activity of students will be monitored throughout the semester. Classes is required to attend. The final exam is oral.

## Week by Week Schedule

1. Central Europe, definition of the term Central Europe and show how it has changed throughout history. Emphasis will be on the analysis of its political function and history of European exploration of the region.
2. Dictatorships: term. Will be defined term of dictatorship. Will be analyzed differences between authoritarian and totalitarian dictatorship.
3. Authoritarian dictatorships in Central Europe. Will be displayed common characteristics of central authoritarian dictatorship between the two world wars.
4. Dictatorship of J. Pilsudski. Will be displayed basic features of a dictatorship in Poland, especially its function in the formation of Polish national identity.
5. Horthy dictatorship in Hungary. Will be displayed its basic features, especially the role of the aristocracy in a dictatorship.
6. Dictatorship J. Tisza in the First Slovak Republic. For example, this dictatorship will be displayed characteristics of fascist puppet regime under the influence of the Third Reich. It will be compared with the dictatorship of the ISC. This will serve a term that is another warning to the difference between the types of dictatorship.
7. Fascist and communist dictatorships. Shall be pointed out on their similarities and differences across the political theory of Hannah Arend and CJ Friedrich and Z. Brezynskog.
8. The establishment of totalitarian communist regimes in Central Europe. Will be displayed way they are set up, their ideology, and holders and supporters of this type political order in Central Europe.
9. Communist ideology and order in Central Europe. Will be displayed by analysis of the film Man of Marble A. Wajda. or the film The Lives of Others A. Donersbacha.
10. Crisis in the communist dictatorships. Will be displayed causes and outcome of the crisis in Hungary 1956. Czechoslovakia 1968.
11. Solidarity Movement. Will be displayed union movement led by L. Walesa beginning of the end breakdown of the communist dictatorship in Poland and Solidarity actions impact on other states.
12. The causes of the collapse of communist dictatorships in Central Europe. Will be displayed economic and political reasons for the collapse of the dictatorship and they will be comparable to the Communist dictatorships in the world.
13. Dictatorships in Croatia. Will be displayed main feature of both types of dictatorship in Croatia and compare them with similar ones in other countries of Central Europe.
14. Dealing with the past. Will be displayed process of dealing with the past. Lustration laws, policies memories of the past,
15. Modern democracy and the legacy of dictatorship. Will be displayed how to use the different interpretations of the past in contemporary political struggle and to shape today's political culture

## Literature



Cipek, T. (2006). Stoljeće diktatura u Hrvatskoj, u Lj. Antić (ur.) Hrvatska politika u XX. stoljeću, Matica hrvatska, Zagreb



Halberstau, M. (2000). Totalitarianism and the Modern Conception of Politics, Yale University Press



Paczkowski, A. (2001). Pola stoljeća povijesti Poljske,, Profil international, Zagreb



Griffin, R. (1993). The nature of Fascism, Routledge



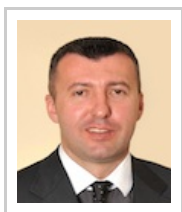
Spehnjak, K. i Cipek, T. (2007). Disidenti opozicija i otpor- Hrvatska i Jugoslavija 1945-1990, Hrvatski institut za povijest, Časopis za suvremenu povijest br. 2

# Didactics

96487



## Lecturer in Charge



Doc. dr. sc.  
Marjan Ninčević

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30
	15

Teaching assistants  
Katarina Dadić  
Lovorka Mađarević, dr. sc.

## Course Description

The objective of the course is to acquaint students with didactics as the theory of learning and teaching, didactics research subjects throughout history and today, didactic epistemology, foundations of didactics in social sciences and humanities, and above all didactic teaching procedure structured through planning, delivery, and evaluation.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (required course, 1st semester, 1st year)
- » Teaching Stream (Croatian Studies Profile) (required course, 1st semester, 1st year)
- » Teaching Stream (History Profile) (required course, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (required course, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (required course, 1st semester, 1st year)
- » Psychology (Study) (elective (teaching module), 1st semester, 1st year)
- » Psychology (Study) (elective (teaching module), 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Interpret correctly the basic concepts of didactics as a science
2. Analyze the historical development of didactic thought (Ratke, Komensky, Rousseau, Basedow, Pestalozzi, Trapp, Herbart, Ziller, Humboldt, Willmann, Weniger, Montesorri, Otto, Steiner and Scheibner)
3. Interpret social-scientific and humanistic foundations of didactics
4. Compare didactic theories
5. Explain the scientific method of didactics
6. Evaluate the social-scientific and humanistic nature of the subject matter of didactics (intrinsic and extrinsic genesis of human individuality, ethical and social-theoretical frameworks of the human being, partial theoretical foundations)

7. Interpret the main characteristics of didactic epistemology (didactic theories, scientific methods of didactics, didactics and its references, different ways of defining didactics)
8. Apply the theories of didactic procedure in teaching (planning, delivering and evaluating the teaching process)

## General Competencies

At the level of the programme, Didactics makes students capable of:

Correctly interpreting of teaching and learning as the principal contents of Didactics and explain while is Didactics considered in the modern didactical literature as the theory of teaching and learning.

## Grading

Students personally register their attendance at every lecture, they check the record the following time, and lead discussion with the professor and the colleagues (20% of the final grade). Students also conduct individual additional literature research on a specific didactic problem, report on it in front of all the students and lead a discussion about it, participate in seven similar projects of other students (30% of the grade) and take a written exam (15 questions) based on obligatory literature (50% of the grade).

## Week by Week Schedule

1. Contemporary teacher training in Croatia: Who can perform teaching jobs? What competences must a teacher have? How to acquire the needed competences? An overview of teacher training at Studia Croatica of the University of Zagreb. Theoretical aspect. Practical aspect.
2. Teacher's environment (principal, vice principal, School Council, colleagues, students, personnel, the Ministry of education, local authorities, parents, university, place, city/town, scientific associations, teaching associations, cultural organizations, economy, unions, school owners, political parties).
3. Three centuries of didactic thought. Two to three lessons are dedicated to acquainting students with the reasons behind the appearance of didactics as a science and practice and introducing fifteen most representative theoreticians and their ideas, used in contemporary didactics when reflecting on didactic theory or organizing didactic practice (see 2.4.).
4. Didactic etymology from the earliest times until today. Things in common: teaching activity, persons who teach, necessary qualifications for teaching, main contents that are taught, teaching media used, teaching environment, learning as the student's main activity.
5. Contemporary understanding of didactics (theory of teaching and learning, theory of school teaching, theory of educational contents, theory of learning processes management, theory of applying psychological knowledge in teaching and learning).
6. The basic concepts of didactics (teaching-tuition, learning, upbringing, education, school, dialectic interaction).
7. Didactic forms (didactic triangle, didactic quadrangle, didactic polygon).
8. Teaching forms (teaching oriented towards obtaining new knowledge, skills, educational attitudes, and open teaching structure).
9. Contemporary teaching principles (differentiating/individualizing, motivating, visualizing/realism, activation/self-engagement, structuring teaching contents, multiform perspectives, goal-orientedness, ensuring success).

10. Routine teaching planning (individual concept of the teacher, using professional literature, knowing the course/subject curriculum, a big number of textbooks, intellectual dialogue with colleagues, attending seminars, whence the teaching planning procedure can start, turning programme objectives into teaching objectives).
11. Time and shape of the working group (the role of place in teaching, the student's sitting place in the classroom – students oriented towards the teacher or working in groups, the U organization, individual work, students facing each other (one group versus the other), students in the circle, direct discussion).
12. Self-testing of the teacher (sufficient familiarity with the course and programme curriculum, precise formulation of the teaching unit objective, using sources and other materials, knowing the competences and experience of the students, envisaging various activities, personal conduct quality, equal activation of all students, the issue of attention, interest, and motivation, feedback information, special needs of students).
13. Realization of teaching (dialectic interaction, teaching objectives must become the student's objectives, personal activity of the teacher, flexible reactions, managing student attention, routine use of social forms of work, the rules of teacher behaviour, directions in cases of class obstruction).
14. Homework (evaluating homework, the role of homework, the types of homework, the objectives of homework, differentiating according to interests, competences, inclination, learning tools, environment, timing, and the ways of assigning homework)
15. Three types of teachers (authoritative, indolent, democratic - with the view of the following criteria: space, objective choice, activities, relationships, participation, evaluation).

## Literature



Pranjić, M (2005).  
Didaktika: povijest, osnove,  
profiliranje, postupak,  
Golden marketing –  
Tehnička knjiga – Hrvatski  
studiji Sveučilišta u  
Zagrebu



Profesorova predavanja koja  
svake godine donose novine  
s područja didaktičke  
publicistike i najnovijih  
razmišljanja o pojedinom  
didaktičkom problemu  
vezanom za nastavu,  
nastavnika, učenika,  
nastavne planove i  
programe itd.

# Didactics in the School

118628



## Lecturer in Charge



Prof. dr. sc.  
Marko Pranjic

ECTS Credits	4.0
English Level	L2
E-learning Level	L1
Study Hours	30

## Course Description

The objective of the course is to acquaint students with didactics as the theory of learning and teaching, didactics research subjects throughout history and today, didactic epistemology, foundations of didactics in social sciences and humanities, and above all didactic teaching procedure structured through planning, delivery, and evaluation.

## Course Type

- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Psychology (Study) (elective (teaching module), 1st semester, 1st year)
- » Psychology (Study) (elective (teaching module), 2nd semester, 1st year)
- » Psychology (Study) (elective (teaching module), 3rd semester, 2nd year)
- » Psychology (Study) (elective (teaching module), 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Interpret correctly the basic concepts of didactics as a science
2. Analyze the historical development of didactic thought (Ratke, Komensky, Rousseau, Basedow, Pestalozzi, Trapp, Herbart, Ziller, Humboldt, Willmann, Weniger, Montesorri, Otto, Steiner and Scheibner)
3. Interpret social-scientific and humanistic foundations of didactics
4. Compare didactic theories
5. Explain the scientific method of didactics
6. Evaluate the social-scientific and humanistic nature of the subject matter of didactics (intrinsic and extrinsic genesis of human individuality, ethical and social-theoretical frameworks of the human being, partial theoretical foundations)
7. Interpret the main characteristics of didactic epistemology (didactic theories, scientific methods of didactics, didactics and its references, different ways of defining didactics)



8. Apply the theories of didactic procedure in teaching (planning, delivering and evaluating the teaching process)

## General Competencies

At the level of the programme, Didactics makes students capable of: correctly interpreting of teaching and learning as the principal contents of Didactics and explain while is Didactics considered in the modern didactical literature as the theory of teaching and learning.

## Grading

Students personally register their attendance at every lecture, they check the record the following time, and lead discussion with the professor and the colleagues (20% of the final grade). Students also conduct individual additional literature research on a specific didactic problem, report on it in front of all the students and lead a discussion about it, participate in seven similar projects of other students (30% of the grade) and take a written exam (15 questions) based on obligatory literature (50% of the grade).

## Week by Week Schedule

1. Contemporary teacher training in Croatia: Who can perform teaching jobs? What competences must a teacher have? How to acquire the needed competences? An overview of teacher training at Studia Croatica of the University of Zagreb. Theoretical aspect. Practical aspect.
2. Teacher's environment (principal, vice principal, School Council, colleagues, students, personnel, the Ministry of education, local authorities, parents, university, place, city/town, scientific associations, teaching associations, cultural organizations, economy, unions, school owners, political parties).
3. Three centuries of didactic thought. Two to three lessons are dedicated to acquainting students with the reasons behind the appearance of didactics as a science and practice and introducing fifteen most representative theoreticians and their ideas, used in contemporary didactics when reflecting on didactic theory or organizing didactic practice (see 2.4.).
4. Didactic etymology from the earliest times until today. Things in common: teaching activity, persons who teach, necessary qualifications for teaching, main contents that are taught, teaching media used, teaching environment, learning as the student's main activity.
5. Contemporary understanding of didactics (theory of teaching and learning, theory of school teaching, theory of educational contents, theory of learning processes management, theory of applying psychological knowledge in teaching and learning).
6. The basic concepts of didactics (teaching-tuition, learning, upbringing, education, school, dialectic interaction).
7. Didactic forms (didactic triangle, didactic quadrangle, didactic polygon).
8. Teaching forms (teaching oriented towards obtaining new knowledge, skills, educational attitudes, and open teaching structure).
9. Contemporary teaching principles (differentiating/individualizing, motivating, visualizing/realism, activation/self-engagement, structuring teaching contents, multiform perspectives, goal-orientedness, ensuring success).
10. Routine teaching planning (individual concept of the teacher, using professional literature, knowing the course/subject curriculum, a big number of textbooks, intellectual dialogue with colleagues, attending seminars, whence the teaching planning procedure can start, turning programme objectives into teaching objectives).

11. Time and shape of the working group (the role of place in teaching, the student's sitting place in the classroom – students oriented towards the teacher or working in groups, the U organization, individual work, students facing each other (one group versus the other), students in the circle, direct discussion).
12. Self-testing of the teacher (sufficient familiarity with the course and programme curriculum, precise formulation of the teaching unit objective, using sources and other materials, knowing the competences and experience of the students, envisaging various activities, personal conduct quality, equal activation of all students, the issue of attention, interest, and motivation, feedback information, special needs of students).
13. Realization of teaching (dialectic interaction, teaching objectives must become the student's objectives, personal activity of the teacher, flexible reactions, managing student attention, routine use of social forms of work, the rules of teacher behaviour, directions in cases of class obstruction).
14. Homework (evaluating homework, the role of homework, the types of homework, the objectives of homework, differentiating according to interests, competences, inclination, learning tools, environment, timing, and the ways of assigning homework)
15. Three types of teachers (authoritative, indolent, democratic - with the view of the following criteria: space, objective choice, activities, relationships, participation, evaluation).

## Literature



Hillen, Stefanie; Strum, Tanja; Illmi, Willbergh (2011). Challenges facing contemporary didactics: diversity of students and the role of new media in teaching and learning, München, Waxmann



Hug, Theo (2007). Didactics of Microlearning: Concepts, Discourses and Examples, Waxmann

# Diploma Thesis

53899



## Course Description

Diploma thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their studies and in which the students must demonstrate their ability to analyze the posed problem or subject from the theoretical, practical and research perspective in the field or branch of science in which their studies are founded. The aim of this course is to allow the students to demonstrate their knowledge of the subject, the ability of independent research, use of literature and the application of scientific and professional methodology.

ECTS Credits	20.0
English Level	Lo
E-learning Level	L1
Study Hours	

## Course Type

» Philosophy (Study) (required course, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Collect, investigate and critically read scientific literature;
2. Choose a thesis topic;
3. Write the thesis syllabus;
4. Plan the course of scientific research within a well-defined frame;
5. Define research problems, hypotheses and methods which will be used in order to reach relevant results;
6. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).

## General Competencies

Apply, classify and distinguish between professional and scientific terminology in the area of research;

Identify, evaluate and use a variety of scientific-research methods in the field of social sciences or humanities, which are applied in the area of research;

Independently conduct scientific research in the area of research with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect various scientific methodologies and perspectives on specific issues and problems in the researched field of social sciences or humanities.

Write a thesis in the Croatian or one of the world's languages in accordance with the scientific and ethical postulates, and defend it before a three-member committee.

## Grading

50% the written thesis, 50% the oral presentation before a three-member committee.

## Week by Week Schedule

1. Discussion of the topic, its approval and the acceptance of tasks.

2. Writing the thesis.
3. Writing the thesis.
4. Writing the thesis.
5. Writing the thesis.
6. Writing the thesis.
7. Writing the thesis.
8. Writing the thesis.
9. Writing the thesis.
10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.
14. Writing the thesis.
15. Writing the thesis.

## Literature



Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.

## Diploma Thesis (Science Stream)

64811



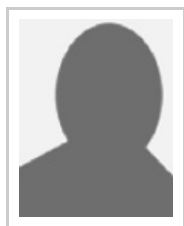
### Teaching assistants

ECTS Credits 30.0

English Level Lo

E-learning Level L1

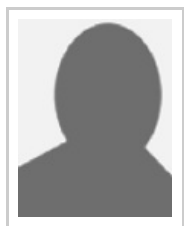
Study Hours



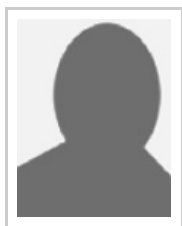
Prof. dr. sc.  
Mladen Ančić



Doc. dr. sc.  
Tomislav Anić



Prof. dr. sc.  
Miroslav Bertoša



Prof. dr. sc.  
Tihomir Cipek



Doc. dr. sc.  
Andrea Feldman



Doc. dr. sc.  
Ivana Jukić



Doc. dr. sc.  
Marija Karbić



Prof. dr. sc.  
Mijo Korade



Izv. prof. dr. sc.  
Anamarija Kurilić



Prof. dr. sc.  
Stjepan Matković



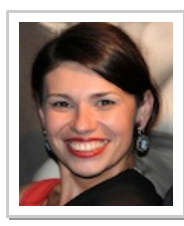
Doc. dr. sc.  
Tomislav Popić



Doc. dr. sc.  
Gordan Ravančić



Doc. dr. sc.  
Mladen Tomorad



Vlatka Vukelić,  
dr. sc.

### Course Description

Diploma thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their studies and in which the students must demonstrate their ability to analyze the posed problem or subject from the theoretical, practical and research perspective in the field or branch of science in which their studies are founded. The aim of this course is to allow the students to demonstrate their knowledge of the subject, the ability of independent research, use of literature and the application of scientific and professional methodology.

## Course Type

» Science Stream (History Profile) (required course, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Collect, investigate and critically read scientific literature;
2. Choose a thesis topic;
3. Write the thesis syllabus;
4. Plan the course of scientific research within a well-defined frame;
5. Define research problems, hypotheses and methods which will be used in order to reach relevant results;
6. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).

## General Competencies

Apply, classify and distinguish between professional and scientific terminology in the area of research;

Identify, evaluate and use a variety of scientific-research methods in the field of social sciences or humanities, which are applied in the area of research;

Independently conduct scientific research in the area of research with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect various scientific methodologies and perspectives on specific issues and problems in the researched field of social sciences or humanities.

Write a thesis in the Croatian or one of the world's languages in accordance with the scientific and ethical postulates, and defend it before a three-member committee.

## Grading

50% the written thesis, 50% the oral presentation before a three-member committee.

## Week by Week Schedule

1. Discussion of the topic, its approval and the acceptance of tasks.
2. Writing the thesis.
3. Writing the thesis.
4. Writing the thesis.
5. Writing the thesis.
6. Writing the thesis.
7. Writing the thesis.
8. Writing the thesis.
9. Writing the thesis.
10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.

14. Writing the thesis.
15. Writing the thesis.

## Literature



Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.

# Diploma Thesis (Teaching Stream)

64812



## Teaching assistants

ECTS Credits 20.0

English Level Lo

E-learning Level L1

Study Hours



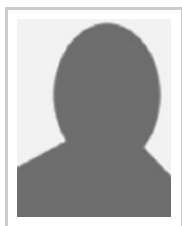
Doc. dr. sc.  
Tomislav Anić



Prof. dr. sc.  
Miroslav Bertoša



Izv. prof.  
Željko Dugac



Doc. dr. sc.  
Andrea Feldman



Doc. dr. sc.  
Ivana Jukić



Izv. prof. dr. sc.  
Josip Jurčević



Doc. dr. sc.  
Suzana Leček



Doc. dr. sc.  
Marino Manin



Doc. dr. sc.  
Rebeka Mesarić  
Žabčić



Doc. dr. sc.  
Ante Nazor



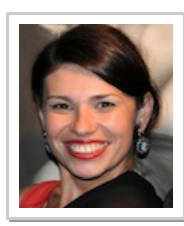
Doc. dr. sc.  
Gordan Ravančić



Doc. dr. sc.  
Mladen Tomorad



Izv. prof. dr. sc.  
Darko Vitek



Vlatka Vukelić,  
dr. sc.

## Course Description

Diploma thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their studies and in which the students must demonstrate their ability to analyze the posed problem or subject from the theoretical, practical and research perspective in the field or branch of science in which their studies are founded. The aim of this course is to allow the students to demonstrate their knowledge of the subject, the ability of independent research, use of literature and the application of scientific and professional methodology.



## Course Type

» Teaching Stream (History Profile) (required course, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Collect, investigate and critically read scientific literature;
2. Choose a thesis topic;
3. Write the thesis syllabus;
4. Plan the course of scientific research within a well-defined frame;
5. Define research problems, hypotheses and methods which will be used in order to reach relevant results;
6. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).

## General Competencies

Apply, classify and distinguish between professional and scientific terminology in the area of research;

Identify, evaluate and use a variety of scientific-research methods in the field of social sciences or humanities, which are applied in the area of research;

Independently conduct scientific research in the area of research with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect various scientific methodologies and perspectives on specific issues and problems in the researched field of social sciences or humanities.

Write a thesis in the Croatian or one of the world's languages in accordance with the scientific and ethical postulates, and defend it before a three-member committee.

## Grading

50% the written thesis, 50% the oral presentation before a three-member committee.

## Week by Week Schedule

1. Discussion of the topic, its approval and the acceptance of tasks.
2. Writing the thesis.
3. Writing the thesis.
4. Writing the thesis.
5. Writing the thesis.
6. Writing the thesis.
7. Writing the thesis.
8. Writing the thesis.
9. Writing the thesis.
10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.

14. Writing the thesis.
15. Writing the thesis.

## Literature



Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.

76073



# Directions in Existential Psychotherapy and Logotherapy

## Lecturer in Charge



Izv. prof. dr. sc.  
Križo Katinić

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

This course is designed as a theoretical introduction to the schools of existential psychotherapy and a practical elaboration of individual existential concepts (such as the existence, transcendence, meaning, self-distancing, self-transcendence, freedom, responsibility) will be provided during the semester, in addition to presenting the existential perspective and the basic existential approach to depression, anxiety, addictions, severe physical inflections and issues related to the resolution of crisis situations.

## Course Type

» Psychology (Study) (specific and professional skills, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Recognize with the overview of the schools and directions in existential psychotherapy.
2. Name the development and the branching of the schools of existential psychotherapy, their characteristics and common specific traits.
3. Interpret the basic postulates of the logotherapy and existential analysis of V.E. Frankl.
4. Identify the concepts of meaning, value and anthropological concepts.
5. Interpret the indicational fields of the existential analysis logotherapy application.
6. Criticize and analyze through discussion, individual understanding of existential concepts.
7. Recognize the existential vacuum and the loss of meaning through discussion with patients.
8. Choose the questions relating to the value and meaning in the personal and professional life.
9. Manipulate in counseling and psychotherapy to resolve a crisis situation, in which the issue at stake is related to the meaning, values, addictive and consumerist behavior.

## Grading

Grading according to:

- (a) class attendance and activity,
- (b) final written essay,
- (c) oral exam grade.

## Week by Week Schedule

1. Schools and directions in existential psychotherapy
2. Life, work and teaching of Viktor E. Frankl
3. Basics of logotherapy and existential analysis
4. Anthropology: somatic, psychic and noetic dimension The concept of meaning, definition, roads to meaning
5. Indications fields of logotherapy and existential analysis Crisis states, inflections of addictions and incurable diseases
6. Existence, responsibility, self-transcendence, depression
7. Person, freedom, fear, self-distancing
8. Person, freedom, fear, self-distancing
9. Specific therapeutic methods; dereflection, paradoxical intention
10. Specific therapeutic methods; dereflection, paradoxical intention
11. Phenomenological analysis, methodology of counseling and psychotherapy
12. Phenomenological analysis, methodology of counseling and psychotherapy
13. Logotherapy in the context of the modern times, health and disease,
14. Logotherapy in the context of the modern times, health and disease,
15. Final exam

## Literature



Viktor E. FRANKL (1993).  
Liječnik i duša, Zagreb, KS,  
1990, KS, Zagreb



Križo KATINIĆ (2005).  
Živjeti za smrt, umrijeti za  
život, Stajergraf, Zagreb



Viktor E. FRANKL (1998).  
Patnja zbog besmislenog  
života, Psihoterapija za  
današnje vrijeme,  
Nadbikupija Đakovo

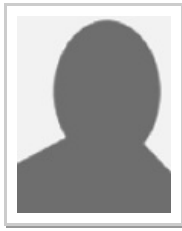


Irwin YALOM (1980).  
Existential Psychotherapy,  
Simon&Shuster, New York

# Domestic Violence

57272

## Lecturer in Charge



Izv. prof. dr. sc.  
Irena Cajner  
Mraović

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

The course objective is to enable the students to recognise various forms of domestic violence, understand the complexity of the dynamics of relations in domestic violence, know how to legally categorise individual forms of domestic violence and the possibilities of protecting victims of domestic violence.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (required elective group\_2nd semester, 2nd semester, 1st year)
- » Teaching Stream (Croatian Studies Profile) (required elective group\_2nd semester, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (required elective group\_2nd semester, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (required elective group\_2nd semester, 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (required elective group\_2nd semester, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define domestic violence
2. Express historical and socio-cultural aspects of domestic violence
3. Recognize the examples of violence and child abuse in the family
4. Explain the consequences of domestic violence
5. Describe etiological models of domestic violence
6. Differentiate between injuries of children incurred by accident and injuries that are the result of abuse and domestic violence
7. Summarize the indicators of all forms of violence against children in the family
8. Analyze social reactions to domestic violence

## General Competencies

Analyze significant topics from the fields of pedagogic psychology and psychology of childhood and adolescence

Interpret significant topics from the fields of pedagogic psychology and psychology of childhood and adolescence.

## Grading

Homework essays, continuous assessment exams, feedback from students related to course content and its implementation, final discussion.

## Week by Week Schedule

1. Introductory lecture, familiarising the students with their obligations during the course (participation in the classes, assignments, continuous assessment exams) overview of the examination literature and other relevant literature
2. What is domestic violence. Participants of domestic violence. Applicable regulations in the Republic of Croatia.
3. Historical and socio- cultural aspects of violence against children. Battered child syndrome. Forms of physical violence against children (transgression of punishments for educational purposes, uncontrolled emotion, intentional abuse). Relationship between the concepts of abuse and violence.
4. Forms of abuse in the family - physical, emotional, sexual abuse. Child neglect. Dynamics of domestic violence.
5. Explanation models of abuse in the family.
6. Impact – of physical, emotional and sexual abuse of children in the family. Intergenerational transmission of domestic violence. Characteristics of perpetrators and victims of partner violence.
7. First continuous assessment exam
8. Indicators of physical child abuse and abuse of women in the family.
9. Indicators of emotional child abuse and abuse of women in the family.
10. Indicators of sexual abuse of children and women in the family.
11. Risk assessment for child abuse and abuse of women in the family.
12. Myths and facts about child abuse and the abuse of women in the family.
13. Second continuous assessment exam
14. Dealing with victims of domestic violence
15. Dealing with perpetrators of domestic violence

## Literature



Singer, M., Kovčo Vukadin, I., Cajner Mraović, I. (2002). Kriminologija, Globus



Singer, M. I sur. (2005). Kriminologija delikata nasilja: Nasilje nad djecom i ženama, maloljetničko nasilje, Globus



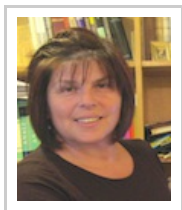
Zakon o zaštiti od nasilja u obitelji (NN 137/09, 14/10)

# Dubrovnik Republic in the Context of Croatian Cultural History

57147



## Lecturer in Charge



Prof. dr. sc.  
Stanislava  
(Slavica) Stojan

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The course is based on literary and anthropological approach to the history of everyday life in the Republic of Dubrovnik. Literary works and archival documents will be analysed for this purpose. Interaction of history and literature will enable comprehension of the most exciting periods of Dubrovnik history and reconstruction of history of everyday life by observing the world and people in it through their mutual relations, individual experiences, symbols, oral tradition, custom, social norms, toponymy. It will be possible to observe how historical changes reflect on cultural patterns. The rich historiography on this matter will be addressed as well.

## Course Type

- » Science Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)
- » Science Stream (Croatian Studies Profile) (elective courses 2, 4th semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe processes related to the history of Republic of Dubrovnik
2. Define social, political, economical, and cultural characteristics of Republic of Dubrovnik in relation with other Croatian lands
3. Analyze them and interpret sources concerning the history of Dubrovnik
4. Compare historical processes of the Republic of Dubrovnik with historical processes which took part in other Croatian territories
5. Identify historical problems and questions related to political, economical, and cultural history of Republic of Dubrovnik
6. Explain problems related to specific historiographical questions of Republic of Dubrovnik

## General Competencies

After finishing the programme student will be able to define and analyze historical processes related to cultural history of Republic of Dubrovnik and design own conclusions on different historical events and processes, and compare them with other notions in Croatiaology.

## Grading

Class attendance. Active engagement in the class (discussion on topics). Completion of weekly assignments (reading texts). Absence: Student has a right to absent twice.

## Week by Week Schedule

1. Strategic position of Dubrovnik and its development
2. Landed gentry and their symbols
3. State ceremony and its folklore dimension
4. St. Blaise in literature and art
5. City and its myths
6. Intellectual life - pastoral life
7. Literary living models and Dubrovnik landscape in Marin Držić's works
8. Political secession between noble families - Ivan Gundulić and his literary work
9. The great earthquake in 1667 and Dubrovnik ambassadors in Istanbul
10. Spiritual and material revival of Dubrovnik - Stjepan Gradić, pater patriae
11. Jesuite preachers, misogyny and misogamy
12. Latin writers and scientists
13. The phenomena of feminine writers in the 18th century Dubrovnik
14. Literary academies and salons; French in Dubrovnik
15. Austrian occupation, writers of Croatian revival in Dubrovnik



## Literature



Zdenka Janeković Römer (1999). Okvir slobode. Dubrovnik, Zavod za povijesne znanosti HAZU u Dubrovniku



Stjepan Ćosić i Nenad Vekarić (2005). Dubrovačka vlastela između roda i države, Hrvatska akademija znanosti i umjetnosti, Zavod za povijesne znanosti u Dubrovniku, Zagreb - Dubrovnik



Vesna Miović (2003). Dubrovačka diplomacija u Istanbulu, Hrvatska akademija znanosti i umjetnosti, Zavod za povijesne znanosti u Dubrovniku, Zagreb - Dubrovnik



Stjepan Krasić (1987). Stjepan Gradić (1613-1683) život i djelo, Djela Jugoslavenske akademije znanosti i umjetnosti. Razred za filologiju



Nella Lonza (2009). Kazalište vlasti, Hrvatska akademija znanosti i umjetnosti, Zavod za povijesne znanosti u Dubrovniku, Zagreb - Dubrovnik

# Economic History

53921

## Lecturer in Charge



Doc. dr. sc.  
Marino Manin

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The main objectives of the subject are to introduce students to the basics of economic history, present the basics of economic doctrines and consider the development of economic thought in the Croatian field.

## Course Type

» History (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Classify the basic historiographical theses on economic history of the Middle Ages and the Modern ages
2. Show the most important data and processes that shaped the economy in the past,
3. Explain the causal link of official policy and economic development,
4. Compare processes of development such as agriculture, craft or trade in different historical periods,
5. Analyze the economic doctrines that were popular in certain historical periods,
6. Analyze specific development of economic thought in Croatia in relation to European examples,
7. Analyze on the significance and impact of various economic institutions in different historical periods on the socio-political life in general.

## General Competencies

After finishing the programme student will be able to:

1. define historical processes typical for certain historical period;
2. explain cause and effect relations of historical events and processes;
3. reconstruct historiographic tools in making conclusions of historical processes and events;
4. compare historical processes of different periods;
5. combine a different historical processes.

## Grading

During classes activity of each student will be monitored, which will be reflected in the overall score. Classes is required to attend. The exam is written.

## Week by Week Schedule

1. Introduction to Economic History: time, space, economic processes
2. The revival of economic activity along the Mediterranean in the Middle Ages: the commune, the Crusades and the maritime republic
3. The modern era and the acceleration of economic activity
4. Download the leading economic role by countries along the Atlantic Ocean
5. The economies of other European countries in the New Ages
6. The economic rise after the 1789
7. Freedom of business: machinery, factory and factory production in England and France
8. Factory production in other European countries
9. Mercantilist tendencies in the Italian maritime republics
10. Mercantilism in England
11. Mercantilism in other Western European countries
12. Physiocracy in France and its repercussions in other countries of Western Europe
13. The classic economic liberalism in England and other countries of Western Europe
14. Economic Thought on Croatian territory during the Middle Ages
15. Economic Thought on Croatian territory in the Modern Ages

## Literature



Josef Kulischer (1957). Opća ekonomska povijest srednjega i novoga vijeka, sv. 1. i 2., Kultura, Zagreb



Valdemar Lunaček (2004). Povijest ekonomskih doktrina, Dom i svijet, Zagreb



Vladimir Stipetić (2001). Povijest hrvatske ekonomske misli (1298.-1847.), Golden marketing - Tehnička knjiga, Zagreb

# Educational Integration of Children with Special Needs

85456



## Lecturer in Charge



Doc. dr. sc.  
Adinda Dulčić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30
	30

## Course Description

The course objective is to familiarise the students with the current educational status of schoolchildren with developmental disorders with an emphasis on educational integration, and with the Croatian legislative policies that relate to the education of children with developmental disorders with special reference to the reform that is under way. The students will be introduced to developmental disorders in accordance with the Diagnostic and Statistical Manual (DSM) IV (terminology, definition, etiology, phenomenology). The course will deal with the implementation of an individualised approach, the preparation of adjusted programmes and the evaluation of students with developmental disorders.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching stream (Croatian Latinity Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Interpret the status and rights of children with developmental disorders in the Croatian educational system
2. Identify the basic psychological functions in the development of children and adolescents
3. Recognize basic characteristics of children with developmental disorders in education
4. Distinguish developmental disorders
5. Recognize the significance of the role of the caregiver, teacher and expert associates in integrational education
6. Apply the principles of teaching methodology in working with students with developmental disorders
7. Define the significance of integration and/or inclusion and their implication for the education of children with developmental disorders.

## General Competencies

On the level of the teacher training programme, the Educational Integration of Children with Developmental Disorders Course will make students able to:

Identify the basics of developmental psychology.

Recognise developmental disorders.

Distinguish methodological and didactical procedures in working with children with developmental disorders.

## Grading

The students' attendance at the lectures is personally attested and verified at the next lecture, possibility of discussion with the professor and other students (20% of the final grade). Personal research of one issue from the field of didactics through additional literature, the presentation of such research before the other students and discussion, participation in 7 such presentation of other students (30% of the final grade) and written exam based on the obligatory literature – 15 questions (50% of the final grade).

## Week by Week Schedule

1. Introduction to the course
2. Emotions and motivation
3. Intelligence
4. Communication
5. Children with reduced intellectual abilities; terminology, definition, etiology, phenomenology and classification of developmental disorders, developmental characteristics
6. Hearing and speech impairment; developmental characteristics, terminology, definition, etiology, phenomenology and classification of developmental disorders
7. Vision impairment; terminology, definition, etiology, phenomenology and classification of developmental disorders, developmental characteristics
8. Children with communication disorders; terminology, definition, etiology, phenomenology and classification of developmental disorders, developmental characteristics
9. Behavioural disorders, ADHD/ADD; terminology, definition, etiology, phenomenology and classification of developmental disorders, developmental characteristics

10. Speech and language disorders: terminology, definition, etiology, phenomenology and classification of developmental disorders, developmental characteristics
11. Specific learning disorders: terminology, definition, etiology, phenomenology and classification of developmental difficulties, developmental characteristics
12. Educational integration; basic preconditions of a successful integration, the role of the parents, teachers and the educational system
13. Models of support for educational integration; teacher's assistants, extended expert procedure, mobile team,
14. Individualised approaches; adaptation of premises, requirements, materials
15. Preparation of adapted programmes; technique and method of adjusting educational content

## Literature



Blaži, D., Banek, Lj. (1998). Posebne jezične teškoće - uzrok školskom neuspjehu. Revija za rehabilitacijska istraživanja, 34,2, str. 183-190., Revija za rehabilitacijska istraživanja



Profesorova predavanja koja svake godine donose novine s područja odgoj i obrazovanja učenika s teškoćama te publicistike i najnovijih razmišljanja o pojedinom odgojno obrazovnom problemu vezanom za nastavu, nastavnika, učenika s teškoćama u razvoju, nastavne planove i programe itd.



Dobrić, M., Dulčić, A. (1989). Verbotonalni edukacijsko-rehabilitacijski oblici grupnog rada s djecom oštećenog sluha i govora osnovnoškolskog uzrasta, SUVAG: časopis za teoriju i primjenu verbotonalnog sistema



Dulčić A, Bakota K. (2008). Stavovi učitelja povijesti redovnih osnovnih škola prema integriranim učenicima oštećena sluha i učenicima s poremećajima govorno - jezične komunikacije te specifičnim teškoćama u učenju, Hrvatska revija za rehabilitacijska istraživanja



Galić-Jušić, I. (2004). Djeca s teškoćama u učenju, Ostvarenje

# Educational Psychology

53870



## Lecturer in Charge



Prof. dr. sc.  
Andreja Brajša-  
Žganec

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30
	15

Teaching assistant  
Ivana Hanzec

## Course Description

Familiarize students with the knowledge of the individual characteristics of students that can affect their academic achievement, theories and approaches to teaching and learning, theories of motivation and learning motivation, desirable features and characteristics of teachers, and how to create stimulating environment for teaching and learning in the school educational context. Throughout the course, students will become familiar with different theories, approaches and methods in the field of educational psychology and will be able to apply them in educational work.

## Course Type

» Psychology (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe how individual students characteristics affect their academic achievement.
2. Describe and differentiate special needs students.
3. Compare and evaluate different theories and approaches to learning.
4. Describe and compare different motivational theories.
5. Differentiate and compare methods of teachers work evaluation.
6. Differentiate and compare methods of grading and evaluating students work.
7. Describe stimulating environment for teaching and learning.
8. Describe and argue desirable teacher characteristics for successful teaching.
9. Synthesize existing knowledge and apply them in designing workshops.

## General Competencies

Appraise fundamental theoretical knowledge of psychology and its relationship with different branches of applied psychology.

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

## Grading

Students are evaluated continuously during the semester. The final grade is based on five elements: regular lecture attendance (4 points), regular seminar attendance (4 points), two tests or final written exam (72 points), individual assignment (10 points) and group assignment (10 points). In total, students can gain 100 points. A minimal requirement for passing the course is 60 points, with a condition of passing both tests during the semester or a final written exam with a minimum of 50%.

## Week by Week Schedule

1. Course introduction; presentation of content, working mode, students obligations (with theme selection for seminars) and the way of evaluation
2. Introduction to educational psychology (role in teaching and learning; research methods)
3. Individual students characteristics (cognitive abilities, personality, self-esteem, creativity)
4. Students with special needs (students with developmental disorders – school difficulties; gifted students)
5. Behavioural and cognitive approach to learning
6. Social theories of learning
7. Humanistic approach to education
8. Motivation in learning and teaching (Theories of motivation, self-regulated learning)
9. Positive and stimulating environment for learning (Classroom management, school discipline, cooperation with parents)
10. Teachers characteristics (competences, features, attitudes and skills)
11. Methods of successful teaching
12. Evaluation of teachers work
13. Evaluation and grading students work (Assessing and measuring knowledge - academic achievement, Assessment of students' abilities)
14. Description of the school psychologists work
15. Final discussion and course evaluation

## Literature



Vizek Vidović, V., Rijavec, M., Vlahović Štetić, V.; Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP-Vern.



Vlahović-Štetić, V. (ur.) (2005). Daroviti učenici: teorijski pristup i primjena u školi. Zagreb: Institut za društvena istraživanja u Zagrebu.



Zarevski, P. (ur.) (2000). Učitelji za učitelje - primjeri provedbe načela aktivne/efikasne škole. Zagreb: IEP & UNICEF.

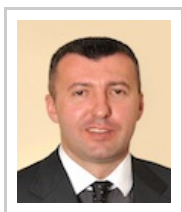


# Educational Psychology

125926



## Lecturer in Charge



Doc. dr. sc.  
Marjan Ninčević

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

Lecturer  
Martina Knežević, dr. sc.

## Course Description

The main objective of the course is to introduce the students with the systematic overview of important theoretical insights in the field of pedagogical psychology. The students will learn about basic models of intelligence, cognitive styles, creativity, learning, motivation, and teaching. Special emphasis will be put on the application of this knowledge in the teaching practice. Also, the students will be acquainted with the needs of gifted children and the children with special needs in the school environment.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Interpret basic concepts and theoretical insights from the field (intelligence and creativity, motivation in school, learning, grading, class management, preparation of lectures and presentations, alternative teaching methods).
2. Compare different theories of intelligence, motivation and learning, as well as teaching methods.
3. Argue for and against different educational-psychological procedures and decisions in practical educational situations, especially the ones referring to prevention of bias and prejudice, adjust the methods of teaching to gifted students or students with special needs.
4. Apply valid student achievement evaluation techniques.
5. Prepare the curriculum/syllabus using the support of information and communication technology (e-learning).
6. Analyze contemporary topics and phenomena in the field of education using acquired knowledge in educational psychology..

## General Competencies

The students will be able to:

Correctly interpret theoretical and practical knowledge in the field of pedagogical psychology,

Explain the challenges and characteristics of the teacher role,

Give reasons for using contemporary forms of teaching methods and social forms of teaching,

Identify the adjustments of the school environment and teaching process to talented children and children with special needs.

## Grading

Two continuous assessment tests are organized during the semester, each testing a half of the course content and carrying 40 % of the final grade (80% in total). Taking these exams is not obligatory, but they are held during regular classes and are announced in advance. The passing threshold is 50%. The students who fail to take these tests (or one) or fail to achieve a 50% threshold, as well as the students not satisfied with their grade, should take the final written exam during the exam term. The students who earn 50% or more on continuous assessment tests and accept the grade they get are freed from the final exam. Success threshold in the final exam is also 50%. 20% of the points may be collected by regular attendance and participation in discussions (and filling out worksheets in class). Active participation of students is evaluated throughout (+, ++, -).

## Week by Week Schedule

1. Introduction to educational psychology: what is educational psychology, the history of educational psychology and its objectives, the role in education and teaching, research methods.
2. Learning and teaching: cognitive approaches – cognitive development, information processing theory, attention.
3. Learning and teaching: cognitive approaches – short term memory, storing information in long term memory, information processing depth model, mental maps, mnemotechnics.
4. Learning and teaching – behaviourist approaches: classical and operant conditioning (generalization and discrimination of stimuli, positive and negative reinforcements, Premack's principle, rewards and punishments, application in practice).
5. Learning and teaching – communication-humanistic approach: communication approach to education (is there any other way?), basic assumptions and features of a communication-based teaching methodology – didactic game, functional language communication, the method of induction); humanistic approach to education (to what extent we influence personality development in school, why are students unsatisfied, the basic principles of humanistic education, application in practice).
6. Learning and motivation in school: (why motivation is important, intrinsic and extrinsic motivation, basic theories of motivation, how to motivate, the role of motivation in educational process).
7. Continuous assessment exam.
8. Individual differences: intelligence, creativity, gifted children.
9. Individual differences: learning difficulties, hyperactivity, and students with special needs.
10. Prejudice and violence in school: prejudice and self-esteem, self-fulfilling prophecy, latent and manifest prejudice, education of ethnic minorities, violence and its forms, possible causes of violence, how to recognize a bully, children victims of bullying in school, consequences of bullying, violence, and intimidation, what we can do.

11. Teacher's competences: what makes a good teacher; professional, educational-didactic-methodological, and work competences, European principles, teaching methods.
12. Evaluating student achievements: techniques for measuring knowledge, how to create a good/objective test, problems of school grading, standardized tests, cheating and plagiarism.
13. Classroom management: how to approach the class, how should a classroom look, setting the rules, small secrets of great teachers, learning from examples.
14. Classroom management: students responsibilities, influence of family on personality development and school success, cooperation between teachers and parents.
15. Continuous assessment exam.

## Literature



Vizek Vidović, V., Vlahović, Štetić, V., Rijavec, M.; Miljković, D. (2003) Psihologija obrazovanja. Zagreb: IEP-VERN.



Sternberg, R. J.; Williams, W. M. (2002) Educational psychology. Boston: Allyn & Bacon.



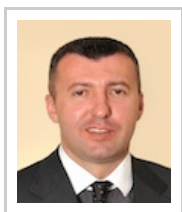
Woolfolk, A. (2007) Educational Psychology. Boston, MA: Allyn & Bacon.

# Education in the Age of Antiquity

118717



## Lecturers in Charge



Doc. dr. sc.  
Marjan Ninčević



Prof. dr. sc.  
Marko Pranjić

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Course Description

The objective of the course is to:

Introduce students to the understanding of education in ancient Greece, ancient Rome, and early Christianity, and to how education was practiced in everyday life, in both family and social environment.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Interpret the basic pedagogical concepts from the age of Antiquity
2. Interpret the bases of ancient understanding and practicing of education
3. Compare ancient and contemporary educational content
4. Explain the continuity and/or discontinuity of educational content
5. Evaluate the bases of educational practice of Antiquity
6. Interpret the main features of ancient education.

## General Competencies

At the level of the programme, Education in the Age of Antiquity makes students capable of:

interpreting the basic concepts of education in the age of Antiquity, analysing the historical development of educational thought, interpreting antique educational content, skills, and virtues, comparing education over three periods and territories: Greek, Roman, and early Christian.

## Grading

During the three meetings organized in the form of continuous assessment exams, the students' motivation for the course content will be detected. Based on the students' reading of comprehensive teaching materials for this course, the first continuous assessment exam will evaluate the students' understanding of Greek educational values from Homer to Sparta and Athens, and also in the works of the main Greek thinkers with accentuated educational sensibility. The second continuous assessment exam demands of the students to expose the understanding of two levels of ancient Roman education and the work of the main ancient Roman thinkers. The third continuous assessment exam tests the understanding of the oldest forms of early Christian education, the central ideas connected with the time, the early Christian education of adults as well as the ideas of early Christian thinkers on education.

## Week by Week Schedule

1. The instructor has prepared an electronic version of teaching materials including the list of literature used linked to every chapter. The text is also enriched with illustrations to facilitate its comprehension. The course conceptualization foresees no classically held lectures, but the instructor can be contacted by e-mail at all times for all purposes. The instructor can also be found in his office on a daily basis for personal discussions with students regarding the course.
2. Greek education The roots of west-European education
3. Athens and its approach to education Greek educators and teachers
4. Paideia and arete as the most eminent content of early Greek education Spartan education
5. Homer epoch and educational values The period of Roman education
6. Grammar Rhetoric
7. Educational system (elementary, secondary,, higher, Atheneum) Elementary school
8. Educational factors in ancient Rome Types of teachers (litterator, ludus litterarius, grammaticus)
9. Physical education Withdrawal of Roman from Greek education
10. The practical as the most relevant (the state, mas maiorum) Educational factors in ancient Rome
11. Early Christian education
12. Tension between Christianity and Hellenism
13. Confrontation with the heritage
14. Early Christian schooling of adults
15. Early Christian educators

## Literature



Pranjić, M (2013). Odgoj u vrijeme antike, Digitalna verzija

# Egyptological Studies: Introduction

62009



## Lecturer in Charge



Doc. dr. sc.  
Mladen Tomorad

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

The aim of this course is: to introduce students with the basic knowledge about the genesis and development of the Egyptology; to produce knowledge about the basic methods of work with sources and literature and objects in the Ancient Egyptian collections in the museums and to use gained knowledge in various researches.

## Course Type

- » Science Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the development of Egyptology as science
2. Describe the most important Egyptological researches
3. Classify sources for Ancient Egyptian history
4. Describe the methods of dating of the Ancient Egyptian history
5. Describe the main types of Ancient Egyptian language and script
6. Use the basic terminology related with Egyptological research
7. Name the most important archaeological site of the Ancient Egyptian history
8. Classify the types of objects related with the Ancient Egyptian history
9. Name the most important museums with Ancient Egyptian collections

## General Competencies

After successful course students will be able to:

define the historical processes about the certain periods of the Ancient Egyptian history,

name the main characters which marked the development of Egyptology,

structure the list of the relevant literature about the certain periods of the Ancient Egyptian history,

identify the main interpretations of the historical events and processes in the Ancient Egyptian history according various historical sources and literature,

discuss the context of the historical events and show the importance of the interdisciplinary review of the various topics of the Ancient Egyptian history.

## Grading

Class attendance: 25%;

Seminar 25%;

Colloquium 50% or written exam 50%.

## Week by Week Schedule

1. What is Egyptology and what Egyptology does.
2. Genesis and development of Egyptology.
3. The history of the most important Egyptological research part I.
4. The history of the most important Egyptological research part II.
5. Sources for Ancient Egyptian history. The most important collection of sources. Capital Egyptological literature.
6. Chronology and dating.
7. Language and script. The basics of writing hieroglyphs.
8. Terminology and terms.
9. Review of the Ancient Egyptian sites (Upper Egypt, Lower Egypt) part I.
10. Review of the Ancient Egyptian sites (Upper Egypt, Lower Egypt) part II.
11. Classification of the objects.
12. The most important Ancient Egyptian collections in the world and in Croatia.
13. Methods of analysis and presentation of the Ancient Egyptian objects.
14. Egyptological web sites. Databases of the collections in the world and in Croatia.
15. Colloquium I

## Literature



Tomorad M (2003). Egipat u Hrvatskoj, Zagreb, Barbat



Tomorad M. (2007). Croato-Aegyptica Electronica - Model obrade i analize staroegipatskih predmeta u muzejskih zbirkama u Hrvatskoj, Muzeologija, 41-42 (2004./2005.), Zagreb, 218-239



Tomorad M., Staroegipatska civilizacija, Zagreb. (rukopis knjige u pripremi za tisak), Hrvatski studiji- Mušmula



Tomorad, M. (2008). Historiografski problemi kronologije staroegipatske povijesti u hrvatskim povijesnim znanostima i nastavi povijesti, Povijest u nastavi, 11, Zagreb, 31-66



Tomorad, M. (2009). Staroegipatsko nazivlje: problematika, specifičnosti i uporaba u hrvatskim povijesnim znanostima i nastavi povijesti, Povijest u nastavi, 14, Zagreb

# Elementary Greek

86900



## Lecturer in Charge



Lekt.  
Zdravka Martinić-  
Jerčić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Course Description

The basic objective of the course is learning the basics of the Greek language (alphabet, correctly reading, writing and accenting of words in the Greek language, the basics of phonology and morphology). The goal is that students can observe the basic characteristics of the Greek text and gain competence for independent translation of simple sentences and short texts from Greek to Croatian language.

## Course Type

» Croatian Latinity (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze the Greek nominal and verbal forms and describe their rules of flexion,
2. Distinguish simple syntactic phenomena and compare them with those of the Latin language,
3. Apply the knowledge to read the Greek alphabet
4. Apply accent rules and write in Greek on a computer using the Antioch program,
5. Use reference Greek aids (encyclopedias, dictionaries, grammar, digital databases).

## General Competencies

Students will be able to: analyze easier linguistic phenomena in Greek, distinguish and compare the linguistic phenomena in the Greek language with those in the Latin language, use Greek literature and recognize words of Greek origin in Latin and Croatian.

## Grading

Regular attendance. Active participation in class and homework. One written test (preliminary) during the semester. The written exam.



## Week by Week Schedule

1. Greek diachronic and physical overview; main dialects; alphabet and present pronunciation in Croatian language; Sounds: vowels, diphthongs, consonants; spiritus asper and lenis.
2. Accents acute, grave, circumflex; types of words according to accent; combinations of accents and spiritus at the beginning of the vowel words; proclitics and enclitic. Reading practice.
3. Types of declension, A-declension; indicative, imperative and present active infinitive of the verbs in - $\omega$ ; indicative present and imperfect of the verb to be.
4. O-declension; indicative, imperative and infinitive present middle (passive) of the verbs in - $\omega$ ; 3rd declension guttural, labial and dental stems.
5. 3rd declension - $\nu$  and - $\nu\tau$  stems; 3rd declension liquid stems; 3rd declension - $\sigma$  stems (elision).
6. 3rd declension - $\iota$  and - $\upsilon$  vocal stems; 3rd declension diphthong stems
7. Adjectives 3rd declension, adjectives third/first declination; Irregular adjectives; syntax: consequential, temporal, causal and conditional sentences
8. Participles: present, future, aorist active and middle
9. Pronouns: reflexive, demonstrative, relative
10. Pronouns: interrogative and indefinite. Numbers: cardinals, ordinals, adverbs
11. System of verbs in Greek, mode, tense, voice; present tense modes and voices
12. Future active and middle.
13. First and second aorist active and middle.
14. Perfect active and middle (passive). Aorist passive (first and second).
15. Exercises and repetitions.

## Literature



M. Balme, G. Lawall (2003). Athenaze. An Introduction to Ancient Greek: Book I, 2. izd., Oxford



A. Musić, N. Majnarić (2004). Gramatika grčkoga jezika, Školska knjiga



S. Senc (1988). Grčko-hrvatski rječnik, Naprijed

# Emigrating from Croatia: History and Issues

96413

## Lecturer in Charge



Prof. dr. sc.  
Mijo Korade

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

Teaching assistant  
Marin Sopta, dr. sc.

## Course Description

The aim of this course is to introduce the history of Croatian emigrants who represents one of the non-explored themes of modern Croatian history. Students will be during the course will be introduce with the history of Croatian emigrants from 15 century to the present in European and overseas countries. Students of course will be through the literature, both mandatory and recommended to be familiar with international migration processes. Special attention for the duration of the course will be devoted to shaping the Croatian community in new homelands. Students will be informed about the relations between the homeland and the Croatian immigrants throughout history, with a focus on the contribution of Croatian emigrants in creating a free and democratic Croatian. Also, efforts will be to introduce students to the relationship homeland and emigration and their struggle to preserve national identity.

## Course Type

- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the history of Croatian emigrants, the reasons for migration,
2. Explain the process of settling and shaping Croatian community in new homelands,
3. Show great individual and group achievements of Croatian immigrants,
4. Analyze relations between the homeland and immigration throughout history, as well as contemporary relationships,
5. Analyze the contribution of Croatian immigrants in the creation of an independent and democratic Croatian.

## General Competencies

After finishing the programme student will be able to:

1. outline in clear and simple manner the major historical events from ancient to contemporary times
2. explain cause and effect relations of historical events and processes
3. identify major issues in interpretation of history
4. compare historical processes of different periods
5. differentiate specificities of historical periods

## Grading

Seminar 25%; essay 25%; participation and activities in classes 10%; written examination 40%.

## Week by Week Schedule

1. Introductory session
2. Emigration
3. The new country-on the American continent
4. The social position of Croats in the new environment-social gathering among Croatian immigrants
5. The action of the church among Croatian immigrants
6. Croatian emigrants promoters of Croatian Culture Croatian American scientists writers-leaders in the political life of the United States Sports releases of American Croats
7. Croats in Canada
8. Croats in Australia
9. Croats in New Zealand and South Africa
10. Croats in European countries
11. Croats in European countries
12. Political organization and activity of Croatian emigrants
13. Croatian emigrants to establish a Croatian state
14. The identity and the future of Croatian emigrants
15. test paper

## Literature



Čizmić, Ivan; Sopta, Marin; Šakić, Vlado (2005). Iseljena Hrvatska, Golden marketing - Tehnička knjiga, Zagreb



Čizmić, Ivan (1994). Povijest Hrvatske bratske zajednice 1894., Golden marketing, Zagreb



Antić, Ljubomir (1991). Hrvati u Južnoj Americi do godine 1914., Stvarnost i Institut za migracije i narodnosti, Zagreb



Kušan, Jakša (2000). Bitka za Novu Hrvatsku, Otokar Keršovani, Rijeka



Prpić, Jure (1997). Hrvati u Americi, Hrvatska matica iseljenika, Zagreb

# Emotions and Moral Education

85440



## Lecturer in Charge



Prof. dr. sc.  
Marko Pranjic

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Lovorka Mađarević, dr. sc.

## Course Description

The goal of the course is to introduce the students to the main issues appearing within the framework of classical and contemporary philosophical and pedagogical discussions on emotions.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Compare the status of emotions during the history of philosophy (their subordinate status compared to reason in Greek philosophy, the paradigm shift with Hume, the new “fall” with Kant and the revival of their position in contemporary discussions)
2. Identify basic affective and cognitive theories of emotions
3. Identify differences and links between emotions and feelings and the distinction between occurrent emotions and emotions as dispositions
4. Argue for or against the view that sees emotions as rational states
5. Interpret the attitudes to emotions held by the representatives of dominant ethical theories
6. State the main points of divergence between developmental psychologists when it comes to moral development (emotional vs. cognitive development)
7. Analyze the main characteristics of character-centred teaching and the role that emotions play within such an approach to education

## General Competencies

The students will be able to:

present basic philosophical views on emotions;  
define individual educational approaches and models that rely on the cultivation of emotions.

## Grading

The final grade will be given based on the attendance of classes and participation in discussions (10%), the preparation and performance of the presentation (10%) as well as the grades of the continuous assessment exams (40%+40%). The students will have the opportunity to discuss their work and grade as well as other aspects of the course within office hours agreed with the professor.

## Week by Week Schedule

1. The course programme consists of the following four respective but mutually connected thematic units: (i) Affective theories on emotions and cognitive theories on emotions, (iii) Emotions and rationality, (iv) Emotions and values, (v) Emotions and moral education.
2. For the first encounter with the students, a short lecture is envisaged aimed at introducing them to the course subject and the main issues that will be discussed during the semester. Also, the students will be given the subjects of their individual presentations.
3. The course will begin with a general overview of the role of emotions in the history of philosophy, from Greek philosophers (Plato, Aristotle), Hellenism (Stoicism) and Modern Age philosophy (Descartes, Spinoza, Hume) to some contemporary discussions.
4. The course will deal with a specific definition of emotions. What are emotions anyway? An examination of the nature of emotions includes the examination of their constituent elements. A discussion on these elements will allow a discussion on a closer examination of some of the most influential theories of emotions.
5. The course will cover the James-Lange theory of emotions as one of the most widely known theories of emotions of the first half of the 20th century.
6. As part of the examination of the nature of emotions, we will deal with cognitive theories according to which the deciding factor in the constitution of emotions is a certain cognition (perception, judgement, belief...).
7. On the basis of the knowledge of the main postulates and ideas of the theories of emotions considered, we will discuss the difference between emotions and feelings, emotions as dispositions and emotions as occurrent states.
8. Attention will be given to the problem of irrationality; emotions are always about something, that is emotions are always directed at something. (as part of this question, we will deal with the difference between the cause and object of an emotion.)
9. Following the traditional “conflict” between emotions and rationality, we will deal with the issue of the rationality of emotions and will differentiate between the rational appropriateness and strategic rationality of emotions.
10. Relying on the discussion on rational emotions by the prominent philosopher Martha Nussbaum, we will discuss how emotions can represent significant factors in public rationality.
11. The course will include a basic examination of the role of emotions in dominant ethical theories and the view according to which this role has been disregarded. This view points to a gap that exists between a significant part of our personality (emotionality) and moral demands.

12. Special attention will be given to the question of the role of emotions in Aristotle's ethics. This theory is particularly significant since emotions comprise an inseparable part of the virtue ethics. This theory postulates that the concept of virtue cannot be examined without referring to emotions.
13. We give some values (for instance, those that occur within biased relations) precedence over moral values. Can the values that we build and recognise on the basis of emotions receive the status of moral values?
14. Emphasis will be given to the ideas of certain developmental psychologists according to which it is precisely emotions that have a key role in the process of moral development, contrary to the dominant Kohlbergian understanding.
15. The implications of such concepts of moral development for moral education will be examined as well as the status of emotions in character-centred education as one of the most dominant educational approaches.

## Literature



J. Talanga (ur.) (2001).  
Aristotel, Hrvatski studiji  
Sveučilišta u Zagrebu



Noddings, N. (2002).  
Educating Moral People: A  
Caring Alternative to  
Character Education,  
Teachers College Press



Nussbaum, M. (2005).  
Racionalne emocije u  
Nussbaum, Pjesnička  
pravda: književna  
imaginacija i javni život,  
Deltakont



R. C. Solomon (ur.) (2003).  
What Is an Emotion: Classic  
and Contemporary  
Readings, OUP



Solomon, R. C. (1993). A  
Subjective Theory of the  
Passions u Solomon, The  
Passions: Emotions and the  
Meaning of Life, Hackett  
Publishing Company

# Epistemology 2: Obligatory Seminar

53887

## Lecturer in Charge



Prof. dr. sc.  
Zvonimir Čuljak

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

1. Present, explain and correlate the major contemporary externalist, naturalist and social-epistemological theories of knowledge and epistemic justification, providing their understanding and correlating, 2. Enable students to analyze and assess the pertinent epistemological theories as well as their arguments and counter-arguments, 3. Introduce students to meta-epistemological problems..

## Course Type

» Philosophy (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, analyze and explain the relevant epistemological concepts (internal and external epistemic justification, production and revision of beliefs, the reliability of the belief-production processes and of the truth-indication, proper function, epistemic virtue, testimonial justification, collective knowledge and collective justified belief)
2. Analyze and evaluate the arguments for contemporary naturalist, externalist, social-epistemological and meta-epistemological theories
3. Demonstrate arguments and counter-arguments in the framework of the relevant epistemological analysis
4. Explain and present major contemporary epistemological theories and movements (externalism, naturalism, social epistemology)
5. Explain the relationship between individual and social epistemology
6. Explain major trends in the framework of the contemporary meta-epistemology (normativism and descriptivism, folk and scientific epistemology)

## General Competencies

Students will be able to: 1. understand the interrelatedness of the epistemological analysis and the analysis in the framework of formal and informal logics, philosophical semantics, metaphysics and meta-ethics; 2. understand and explicate major historical theories of cognition and knowledge by means of the concepts of the contemporary epistemology; 3. apply some results of the epistemological analysis to other branches of philosophy (logic, metaphysics, philosophical semantics, meta-ethics).

## Grading

On the basis of test results, the quality of the participation in seminar discussion and a seminar paper, and on the basis of the final oral exam.

## Week by Week Schedule

1. Introduction: review of the course content and the planned learning outcomes, initial discussion (1+0+1)
2. Process reliabilism (Goldman: What is justified belief?) (0+0+2)
3. Proper functionalism (Plantinga: Warrant: a first approximation (0+0+2)
4. Reliabilist virtue epistemology (Sosa: The raft and the pyramid) (0+0+2)
5. Internalist externalism (Alston: Internalist externalism) (0+0+2)
6. Naturalized epistemology (Quine: Epistemology naturalized) (0+0+2)
7. Test (0+0+2)
8. Normativism vs. naturalism (Kim: What is naturalized epistemology?) (0+0+2)
9. Naturalism i indicator reliabilism (Dretske / Enc: Causal theories of knowledge) (0+0+2);
10. Responsibilist virtue epistemology (Zagzebski: From reliabilism to virtue epistemology) (0+0+2)
11. Social vs. individual epistemology (Schmitt: Socializing epistemology) (0+0+2)
12. Meta-epistemology (scientific vs. folk epistemology) (Goldman: Epistemic folkways and scientific epistemology) (0+0+2)
13. Discussion (0+0+2)
14. Test (0+0+2)
15. Concluding discussion and the evaluation of achieved learning outcomes (0+0+2)

## Literature



Čuljak, Zvonimir (ur.) (2003). Vjerovanje, opravdanje i znanje. Suvremene teorije znanja i epistemičkoga opravdanja (str. 241-265, 301-456), Ibis grafika, Zagreb



## Ethics 2: Obligatory Seminar

53888



### Lecturer in Charge



Izv. prof. dr. sc.  
Tomislav  
Bracanović

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30

Teaching assistant  
Lovorka Mađarević, dr. sc.

### Course Description

The objective of the course is to provide students with insight into the major metaethical theories and the ways of metaethical reasoning and argumentation. The course will comprise the introductory lecture, student presentations in the seminar and two tests. Introductory lecture will be a review of the basic positions in contemporary metaethics, whereas student seminar presentations will focus on the following topics: moral realism, moral antirealism (non-cognitivism), the problem of moral knowledge and moral observation, difference between evaluative and factual beliefs, descriptive and evaluative meaning, reductionism in ethics, relativism, utilitarianism, quasi-realism, particularism, internalism and externalism, weakness of the will and moral weakness.

### Course Type

» Philosophy (Study) (required course, 2nd semester, 1st year)

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify and enumerate major figures and writings of contemporary metaethics
2. Define and explain central theories and concepts of metaethics
3. Compare and interpret opposing metaethical viewpoints
4. Analyze and independently read literature on metaethics
5. Evaluate, criticize and justify particular metaethical views

### General Competencies

After completing the course, students will be able to: (1) explain the place and significance of metaethics within the framework of contemporary philosophy; (2) apply metaethical knowledge and concepts when assessing theories from other philosophical disciplines (normative ethics, applied ethics, aesthetics, political philosophy); (3) integrate the metaethical model of reasoning into the general philosophical ability of critical thinking.

### Grading

On the basis of (a) regular attendance and active participation in discussions, (b) oral presentation grade and (c) grades of two tests.

## Week by Week Schedule

1. Introductory lecture: basic problems and positions in contemporary metaethics
2. The dispute between moral realism and moral antirealism: the problem of moral truth, moral justification, moral observation and moral reality
3. The basics of moral non-cognitivism
4. The basics of moral non-cognitivism
5. The basic of moral realism
6. The basic of moral realism
7. An analogy between values and secondary qualities
8. Test
9. Moral realism and scientific view of reality
10. Moral motivation: internalist and externalist accounts
11. Amoralism, wickedness and weakness of the will in metaethical context
12. Cultural relativism as a challenge to moral realism
13. Utilitarianism and the ideal observer theory
14. Moral particularism and the role of principles in moral reasoning
15. Test

## Literature



David McNaughton (2010).  
Moralni pogled: uvod u  
etiku, Hrvatski studiji:  
Zagreb



Boran Berčić (1995).  
Realizam, relativizam,  
tolerancija (poglavlja  
„Moralni realizam“ i  
„Moralni relativizam“),  
Kulturni dom Rijeka: Rijeka

# EU Economic System

57187

## Lecturer in Charge



Prof. dr. sc.  
Luka Brkić

ECTS Credits	5.0
English Level	L1
E-learning Level	L2
Study Hours	15
	15

## Teaching assistant

Prof. dr. sc. Luka Brkić

## Course Description

Accelerated process of economic integration is one of the main characteristics of the contemporary society and modern economy. The main goal is to make students familiar with features of European economy and its position in international division of labor. Students will get insight into impact the process of globalization has on national economies as well as on evolution of European countries integration. The students will also get insight into all current developments in the economic life of EU countries.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl(5393): elective courses, 3rd semester (science stream), 3rd semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe classical and contemporary theories of integration and basic elements of economic integration of developing countries. Understand the difference between static and dynamic effects, integration success requirements as well as the benefits of integration.
2. Outline the basic instruments of the EMU such as the transfer of monetary policy from the member states to the Community's authority, as a narrower coordination of economic policy. Recognize that the removal of exchange rate fluctuations that disturb the functioning of the common market and monetary stability, preconditions of the strengthening of EU on the global market and regaining of monetary political effectiveness on the European level. remember that economic and monetary union has established a currency without a state, which is a unique experiment that connects the states into a united whole. . .
3. Recognize that the new challenges of the EU financial system arise from the desire to enlarge the Union. Understand that the instrument of financial plan has the central position in extracontractual regulations and that not only the classification of costs was the issue of disputes.

4. Recognize the increasing importance of the European level for the social policy of the member states. Judicial practice of the Court of Justice of the European Union and the minimum standards dictated by the internal market are increasingly supplemented by active coordination on the EU level, which apart from the member states more and more frequently includes the EU institutions and interest groups.
5. Describe that competition is not possible without market orientation, which has the function of efficiently allocating goods and services over the price mechanism.
6. Explain that EC market competition regulations allow exceptions only in case of goods.
7. Recognize the need for removing market competition limits arising due to monopoly, oligopoly, price arrangements or state interventions. or

## General Competencies

Combine the general knowledge of society and of social processes.

Outline the opposing viewpoints and alternative hypotheses in the various social issues.

Outline causal relationships between the social phenomena.

Demonstrate the social impacts of the public policies.

Illustrate the key structural factors that are shaping the society.

## Grading

Active participation in class 10%; seminar paper/presentation 20%; two tests 30%; oral exam 40%

## Week by Week Schedule

1. Economic integration in Europe in the 19th and 20th century
2. Economic situation in Europe after World War I
3. World economic crisis 1929-1933 and its influence on European processes
4. Economic consequences of World War 2 in Europe
5. The beginning of the American century
6. The Cold War and economic and political divisions in Europe
7. The change of the nation state position
8. Free trade and protectionism
9. Marshall's plan of economic recovery of Europe
10. The beginning of integration processes
11. The objectives of economic integration in western Europe
12. Customs union, common market, economic and monetary union
13. The freedom of movement of goods, capital and workforce
14. Common agricultural policy
15. European economy and globalization

## Literature



L. Brkić (1995): Teorije međunarodne ekonomske integracije, Gordon, Zagreb



L. Brkić (2004): Europska unija od socijalne integracije do socijalne države, Međunarodni problemi, Vol. LVI, br. 4, str. 447-464., Beograd



W. Molle (1999): The Economics of European Integratioin, Darmouth Publishing, USA.

# European Integration

57182



## Lecturer in Charge



Izv. prof. dr. sc.  
Mladen Puškarić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Izv. prof. dr. sc. Mladen  
Puškarić

## Course Description

The aim is to make students familiar with basic features of EU integration process, theoretical origins, individuals and political parties that have the crucial impact on development of EU integration process.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl (4420): elective courses, 1st semester (science stream), 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze EU integration concepts.
2. Recognize EU integration concepts.
3. Apply general knowledge about EU.
4. Explain the role of specific countries in EU integration process.
5. Describe basic effects of integration process on national economy.
6. Name the basic elements of integration process.
7. Match the integration process to the changes in the role of the national state.
8. Compare relationship between processes of globalization and regionalization.
9. Develop interest for the studying the field of EU integration.

## General Competencies

Upon the successfully passed exam, student will be able to:

Combine the general knowledge of society and of social processes.

Demonstrate the social impacts of the public policies.

Organize the teamwork with co-workers from various disciplines, of different attitudes or value orientations.

Use the computer software for the analyses of qualitative and quantitative data.

Evaluate published sociological research with suggestions of possible improvements.

## Grading

written exam, seminar paper, term exam, topic presentation.

## Week by Week Schedule

1. European Integration
2. Early process of European Integration
3. Franco-German Wars
4. Graf Coudenhove and Pan European Movement
5. Federalist Movements
6. European Integration after Second World War
7. Jean Monnet, Robert Schuman, Winston Churchill, Konrad Adenauer, Alcide De Gasperi
8. Role of USA in the process of European Integration
9. Creation of EEC
10. Conceptions of European Integration
11. France, De Gaulle and European Integration
12. Enlargement of the EC
13. Institutional Reforms
14. Creation of the European Union
15. From the Treaty of Paris to Lisbon Treaty

## Literature



Mladen Puškarić (2010).  
Razvoj europske integracije,  
str. 287., Studia Vita,  
Zagreb

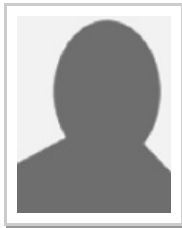


Mladen Puškarić (2012).  
Kronologija europske  
integracije, Studia Vita

# European Union and Croatia

57183

## Lecturer in Charge



Izv. prof. dr. sc.  
Mladen Puškarić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Mladen  
Puškarić

## Course Description

The Europe of the 2011s has become a major focus of public discourse. Quickening of integration processes within European Union has raised the prospects of economic, monetary and political union. Croatia is on its road to become a full member of EU. It is important to understand a system and work of EU and the whole process of regional integration in Europe.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze reasons of EU integration attractiveness.
2. Recognize political factors in process of joining Croatia to EU.
3. Apply knowledge in understanding of global world processes.
4. Explain relation between Eurosceptic and Europhil.
5. Describe roles of EU integration process
6. Name phases of relation between Croatia and EU
7. Match roles of national and international protagonists of EU integration process
8. Compare the process of Croatian joining to EU with other countries
9. Develop interest for studying process of EU enlargement
10. Use different methods of social research in analyzing relevant data

## General Competencies

Combine the general knowledge of society and of social processes.

Demonstrate the social impacts of the public policies.

Illustrate the key structural factors that are shaping the society.

Point out the importance of the concepts of culture, socialization, stratification, social structure and institutions in the explanations of the social phenomena.

Analyse personal and local social questions in the broader social context, especially in the context of social class, ethnicity, gender, religion, capitalism, individualisation, nationalism, and globalization.



## Grading

Written exam, term exam, seminar paper, presentation.

## Week by Week Schedule

1. The Cold War in Europe
2. The role of USA in the process of EU Integration
3. The Schuman Declaration
4. Jean Monnet Plan
5. From ECSC to EU
6. France and West Germany
7. Regional Integration
8. Enlargement in EU
9. De Gaulle and Great Britain
10. Shaping The European Community
11. From European Community to European Union
12. European union and Croatia
13. Process of enlargement of Croatia in to the EU
14. Process of Negotiation
15. Croatia and full membership in EU

## Literature



Philip Thody (1997). A Historical Introduction to the European Union, Routledge, London, str. 116., Routledge, London



Desmond Dinan (2009). Origins and Evolution of European Union, Oxford University Press,

# Evaluation and Measurement of Personality

102940

## Lecturer in Charge



Doc. dr. sc.  
Ana Butković

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

Introduce students to different ways for measuring and assessing personality. Students will get insight into possibilities for measuring and assessing personality. They will be introduced to instruments for measuring and assessing personality, their characteristics and applications.

## Course Type

» Psychology (Study) (elective methodology courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Evaluate the quality of instruments for personality measurement and assessment
2. Choose the instrument for personality measurement and assessment in line with desired purpose
3. Recognize the importance of decisions during instrument construction
4. Create and carry out all phases of instrument construction

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Design fundamental and/or applied psychological research and construct and metrically evaluate psychological instruments.

## Grading

Students will have to show in oral exam knowledge about different instruments, will have to be able to compare them and choose which one is adequate for specific purpose of personality measurement and assessment.

## Week by Week Schedule

1. Methods of personality measurement and assessment
2. Purpose of personality measurement and assessment

3. Introduction to methods and instruments for personality measurement: projective techniques
4. Analysis of results of projective techniques
5. Introduction to methods and instruments for personality measurement: questionnaires 1
6. Analysis of results questionnaires 1
7. Introduction to methods and instruments for personality measurement: questionnaires 2
8. Analysis of results questionnaires 2
9. Defining the construct for instrument construction
10. Choice of measurement construct and assignments
11. Item formulation
12. Pilot version of the instrument
13. Data collection
14. Analysis of the instrument characteristics
15. Test

## Literature



Weiner, I. B. & Greene, R. L. (2008). Handbook of personality assessment. New Jersey: John Wiley and Sons.

# Factor Analysis

57113

## Lecturer in Charge



Doc. dr. sc.  
Toni Babarović

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30
	15

## Course Description

Understanding the theoretical basis of factor analysis, independent analysis and evaluation of research papers in which some of the methods of factor analysis have been applied, designing research drafts where factor analysis is used as an adequate method of processing the collected data, independent practical application of factor analysis in psychological research using the SPSS software package.

## Course Type

» Psychology (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain statistical and mathematical logic of exploratory factor analysis.
2. Assess the statistical requirements for the implementation of factor analysis.
3. Create a draft of research suitable for processing by factor analysis.
4. Analyze the data suitable for analysis through exploratory models of factor analysis using the SPSS software package.
5. Explain the results obtained from exploratory factor analysis within the frame of the posed research problem.
6. Explain the statistical parameters obtained from the analysis.
7. Assess the quality of the data processing produced by exploratory factor analysis in research.
8. Assess the range and reach of conclusions based on the application of exploratory factor analysis in research.

## General Competencies

Evaluate multivariate statistical procedures with regard to their limits and to satisfying the theoretical assumptions in concrete situations of application.

Design fundamental and/or applied psychological research and construct and metrically evaluate psychological instruments.

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of the members of different social groups and cultures as well as the specifics of their environmental and social context.

## Grading

Class effort (lectures and exercises) - 10%, seminars - 30%, homework 10%, written exam 20%, oral exam 30%.

## Week by Week Schedule

1. Fundamentals of matrix calculus and geometry of vector space
2. The basic logic of factor analysis and factor extraction
3. Model main components
4. Determining the number of retained factors
5. Common factor analysis
6. Communality and communality estimation
7. Orthogonal graphical and analytical rotation
8. Oblique graphical and analytical rotation
9. Factor structure and factor pattern matrix
10. Factor scores
11. Higher-order factors
12. Other modes of factor analysis
13. Models of factor analysis on the transformed matrices
14. Introduction to confirmatory factor analysis
15. Using factors in other multivariate analyses

## Literature



Tinsley, H. E. A., & Brown, S.D. (Eds.). (2000). Handbook of Applied Multivariate Statistics and Mathematical Modeling. San Diego, CA: Academic Press



Rummel, R. J. (1970) Applied Factor Analysis, Northwestern Univ. Press, Evanston



Fulgosi, A. (1988) Faktorska analiza, Školska knjiga, Zagreb

# Field trip

64858

## Lecturer in Charge



Izv. prof. dr. sc.  
Darko Vitek

ECTS Credits	2.0
English Level	Lo
E-learning Level	L1
Study Hours	10

## Course Description

The aim of the course is to show students the scene of historic events and bring them some important historical events.

## Course Type

- » Science Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the relationship of historical events and locations
2. Explain the causes of historical events and processes
3. Distinguish the important from the unimportant circumstances
4. Compare different historical events and their relationship with its locality
5. Evaluate the significance of historical events
6. Write a term paper on fieldwork

## General Competencies

After finishing the programme student will be able to: -identify major issues in interpretation of history -write an essay on different historical processes and events -design his/her own conclusion on different historical events and processes -demonstrate the importance of interdisciplinary interpretations of historical events.

## Grading

Written work.

# Food and the Modern Period

86950

## Lecturer in Charge



Doc. dr. sc.  
Ivana Jukić

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The Early Modern period was stricken with many tragedies: high rate of poverty, endless wars, epidemics, 'little ice age', famine; to stay alive and to avoid hunger was the main concern of many. The course objectives are to explain how food exchange, trade and production was prerequisite to society order but also social unrest and disbalance. However, Early Modern period was stricken with renaissance luxury and carpe diem way of life, so course will demonstrate how food was also symbol of social hierarchy, and how our contemporary menus are in many ways result of the Early Modern global food exchange.

## Course Type

- » Science Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Relate famine as catalysator of many Early modern processes such as: explorations, wars, scientific revolution, agrarian revolution,
2. Explain different historiographic interpretation about food and its influence on World history
3. Compare demographic trends all around world and improved food production
4. Describe economic trends conditioned on food production or trade
5. Identify food as status symbol in Early Modern World (tea, chocolate)
6. Distinguish food as one of the most important element of globalization in Early Modern World
7. List similiarities in Early Modern and contemporary nutrition

## General Competencies

After finishing the programme student will be able to:  
 write an essay on different historical period,  
 design his/her own conclusion on different historical events and processes,  
 demonstrate the importance of interdisciplinary interpretations of historical events,  
 differentiate specificities of historical periods,  
 combine a different historical processes.

## Grading

The final grade will be result of complete student activity and attendance during course lessons. The final exam is written exam.

## Week by Week Schedule

1. Class overview, schedule, requirements
2. Follow the food, follow the civilizations
3. Food as catalyst of social changes
4. Food and Age of Exploration; Columbian exchange
5. Essay and discussion
6. Hedonism, wheel trade and food I
7. Hedonism, wheel trade and food II
8. Hedonism, wheel trade and food III
9. Essay and discussion
10. Creative-thinking, history and food
11. Beverages that changed the World
12. Food and Literature
13. Pirates, rum and trade
14. To write historical novel: with the help of the food
15. Food in Early Modern Croatia

## Literature



Linda Civitello (2011).  
 Cuisine and Culture: A  
 History of Food and  
 People, str. 3-206.



Jeffrey M. Pilcher (2006).  
 Food in World History, 1-  
 51., Routledge New York



Claire Jowitt (ur.) (2007).  
 Pirates? The politics of  
 Plunder 1550-1650: 35-53.,  
 Palgrave Macmillan



Fernand Braudel (1992).  
 Strukture svakidašnjice, sv.  
 I, 106-284., August Cesarec  
 Zagreb



# Forensic Psychology

53786

## Lecturer in Charge



Doc. dr. sc.  
Ines Sučić

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

To describe and give students the overview of key concepts, models and theories in forensic psychology. To explain and to compare different models and theoretical approaches in explanation of specific forensic phenomena, and to critically evaluate them. To relate theoretical frameworks to research findings and practical work. To foster application of gained knowledge in scientific and practical work.

## Course Type

- » Psychology (Study) (elective courses, 1st semester, 1st year)
- » Psychology (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Arrange concepts into models and theoretical frameworks in the field of forensic psychology
2. Evaluate contribution of psychology, law, policing, and psychiatry concepts to the forensic psychology field
3. Evaluate concepts, definitions, models and theories in the field of forensic psychology
4. Relate theories and models in forensic psychology and to relate them to the every-day experiences and psychological practices
5. Evaluate usefulness and applicability of different theoretical models in explanation of different types of antisocial behaviour
6. Prepare research in the field of forensic psychology

## General Competencies

Establish links between the theoretical models about the specific components of human cognition (attention, memory, language, problem solving, judgment and decision-making, cognitive development, consciousness) and the theoretical psychology and/or psychological practice.

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

Analyze scientific literature in psychology and related disciplines, and produce new scientific knowledge.

## Grading

Class attendance and class participation will make up to 15% of the grade, preparing, writing and presenting report will make 15% of the grade, participation in research elaboration and conduction 30% of the grade, and the written exam will make a final 40% of the grade.

## Week by Week Schedule

1. Introduction to concepts and scope of the field as well as students responsibilities during the course
2. Development of the discipline, and interrelatedness of forensic psychology to other disciplines (e.g. law, psychiatry)
3. Forensic psychology and policing. Roles and responsibilities of police psychologists.
4. Legal system and criminal procedure.
5. Theoretical approaches to psychological profiling of criminals, and geographical profiling of criminal cases.
6. Psychological profiles of certain groups of criminals (e.g. mass and serial killers, serial rapists).
7. Interrogation, investigative interviewing. Techniques and methods of interviewing suspects.
8. Techniques and methods of interviewing witnesses and victims. Cognitive interview. Conducting interviews with especially vulnerable populations (e.g. elderly, children).
9. Indicators and theoretical explanations of deception.
10. Techniques and methods for discovering deceptions and lying.
11. Psychological mechanisms of confessions. Types and determinants of false confessions.
12. Eyewitness credibility. Factors influencing perception and memory of eyewitnesses.
13. Methods and techniques for estimating statements credibility.
14. Psychological aspects of criminal procedures and verdicts.
15. Psychologist as court experts.

## Literature



Franc, R. i Ivičić, I. (2002). Forenzička psihologija - skripta za studente.



Kapardis, A. (2003). Psychology and Law: A Critical Introduction (2nd ed.). Cambridge: Cambridge University Press.



Weiner, B. I., & Hess, A. K. (2006). The Handbook of Forensic Psychology (3rd ed.). New Jersey: John Wiley & Sons, Inc.

# Genres of Latinity in the Age of Humanism and the Renaissance

118520



## Lecturer in Charge



Doc. dr. sc.  
Šime Demo

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	30
	30

## Course Description

Student will get familiar with literary genres of European and Croatian Neo-Latin literature of the Humanism and Renaissance, together with their representatives.

## Course Type

» Croatian Latinity (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe and distinguish features of Neo-Latin.
2. Identify main features and properties of individual Latinist literary genre.
3. Describe the chronological and geographical context of individual works.
4. Relate the choice of a genre to the literary description of a topic.
5. Analyze literary and stylistical features of a Latinist work.

## General Competencies

Describe and distinguish features of Neo-Latin. Analyze literary and stylistical features of a Latinist work.

## Grading

The work of students is followed during the entire semester by keeping track of their week assignments and two colloquies, and the grade is defined at the final written exam.

## Week by Week Schedule

1. Introduction: an overview of the genres and literary topics; main European representatives
2. Philological disputation: Erasmus of Rotterdam, *De recta Latini Graecique sermonis pronuntiatione dialogus* (I)
3. Erasmus of Rotterdam, *De recta Latini Graecique sermonis pronuntiatione dialogus* (II)

4. Erasmus of Rotterdam, De recta Latini Graecique sermonis pronuntiatione dialogus (III)
5. Epistolography: Angelo Poliziano and Paolo Cortesi, Epistulae (I)
6. Angelo Poliziano and Paolo Cortesi, Epistulae (II)
7. Angelo Poliziano and Paolo Cortesi, Epistulae (III)
8. Colloquium
9. Elegy: Juraj Šižgorić, Elegia de Sibenicensis agri vastatione (I)
10. Juraj Šižgorić, Elegia de Sibenicensis agri vastatione (II)
11. Juraj Šižgorić, Elegia de Sibenicensis agri vastatione (III)
12. Theological disputation: Marko Marulić, De institutione bene beateque vivendi (I)
13. Marko Marulić, De institutione bene beateque vivendi (II)
14. Colloquium
15. Final talk

## Literature



ur. V. Gortan; V. Vratović (1969). Hrvatski latinisti, PSHK 2-3, sv. I-II., Matica hrvatska, Zagreb



Ratimir Mardešić (1977). Novovjekovna latinska književnost (Povijest svjetske književnosti 2), Liber, Zagreb



Desiderius Erasmus Roterodamus De recta Latini Graecique sermonis pronuntiatione dialogus 22–23., [http://la.wikisource.org/wiki/De\\_recta\\_latini\\_graecique\\_sermonis\\_pronuntiatione\\_1643](http://la.wikisource.org/wiki/De_recta_latini_graecique_sermonis_pronuntiatione_1643)



Juraj Šižgorić De situ Illyriae et civitate Sibenici (izbor: De moribus quibusdam Sibenici), <http://www.ffzg.unizg.hr/klafil/croala/>



Juraj Šižgorić Elegia de Sibenicensis agri vastatione, <http://www.ffzg.unizg.hr/klafil/croala/>

# Geopolitics and Global Security

64842

## Lecturer in Charge



Doc. dr. sc.  
Jelena Jurišić

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15
Teaching assistant	
Doc. dr. sc. Jelena Jurišić	

## Course Description

### Course Type

- » Science Stream (Sociology Profile) (required elective stream, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Define geopolitics, its features and significance.
2. Define global security, its basic features and problems.
3. Categorize the first theoreticians of geopolitics and know the gist of their theories.
4. Describe and critically analyze the development of geopolitics of the most influential countries of the world.
5. Categorize, describe and analyze geopolitics of the Republic of Croatia

### General Competencies

Define, describe and evaluate global geopolitics and safety, their features and apply, classify and categorize technical terminology. In a professional way apply the acquired theoretical and practical knowledge to work in the media. Clearly present and analyze complex academic and non-academic contents in both, written and oral form. Impartially formulate arguments and strike a balance between opposing viewpoints.

### Grading

100% exam.

### Week by Week Schedule

1. Introduction to the course; Geopolitics as a science;
2. Global security; Development of geopolitics through history;
3. The first theoreticians of geopolitics - Ratzel, Kjellen, Mackinder;
4. Geopolitics of the British Empire - development from the 18th century to 1922;

5. The geopolitics of the Great Britain from the World War II to the present;
6. The most prominent representatives, ideologues and theorists;
7. The geopolitics of the United States from the 18th century to the present;
8. The most prominent representatives, ideologues and theorists;
9. The geopolitics of Imperial Russia - from Peter the Great to 1917;
10. The geopolitics of of the Soviet Union - development, ideologues and theorists
11. The geopolitics of the modern Russia from 1992 to the present;
12. The geopolitics of Germany - from Ratzel, through Haushoffer to Angela Merkl;
13. Oil as the most important element of contemporary geopolitics and the greatest threat to global security;
14. Geopolitical significance of Croatia and its interests;
15. Geopolitics as a media appealing and deployed content and discipline;

## Literature



Gearóid Ó Tuathail, Simon Dalby, Paul Routledge, ur. (2007). Uvod u geopolitiku, Politička kultura



Materijali s predavanja

# German for Historians

61981



## Lecturer in Charge



V. pred. dr. sc.  
Lucia Miškulin  
Saletović

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The course is aimed at familiarizing students with archive material of German provenance and at acquiring reading and transcription skills needed for sources written in German Gothic script.

## Course Type

- » Science Stream (History Profile) (archival and historical sciences, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define development processes of the German language through history
2. List morphological, syntactical and lexical features of the German language
3. Describe the development and main characteristics of the medieval Gothic script
4. Describe the main features of the German Schreibrschrift and Druckschrift
5. List and describe graphemes and orthography characteristics of the German language in the Early New Age
6. Apply transcription rules on German texts from the 16th to the 19th century
7. Apply guidelines for editing original Gothic texts

## General Competencies

After successfully completing the course students will be able to: - apply knowledge and understanding of concepts, principles and theories of the features of the German New-Age script in examining archive material of German provenance - use and interpret historic sources written in German

## Grading

Active participation (regular attendance and independent reading) 30% Written assignments 30% Oral exam 40%

## Week by Week Schedule

1. Origin, development and main characteristics of the medieval Gothic script
2. German script
3. Schreibschrift und Druckschrift
4. Development of the German language
5. Graphemes and orthography characteristics of the German language in the Early Middle Ages
6. German printed texts from the 16 th century and transcription
7. German printed texts from the 17 th century and transcription
8. German printed texts from the 18 th century and transcription
9. German printed texts from the 19 th century and transcription
10. Varieties of the German Gothic script from the 16 th to the 19 th century
11. German hand-written texts from the 16 th and 17 th century and transcription
12. German hand-written texts from the 18 th and 19 th century and transcription
13. Types of abbreviations including examples
14. Guides for editing texts when publishing original material on German history
15. Revision and evaluation

## Literature



Lazanin, Sanja: Priručnik iz njemačke paleografije, Tipex, Zagreb, 2004.



Ernst, Peter: Deutsche Sprachgeschichte: Eine Einführung in die diachrone Sprachwissenschaft des Deutschen, Uni-Taschenbücher GmbH, Stuttgart, 2004. (odabrana poglavlja)



# Graduate work

64813



## Course Description

Graduate thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their studies and in which the students must demonstrate their ability to analyze the posed problem or subject from the theoretical, practical and research perspective in the field or branch of science in which their studies are founded. The aim of this course is to allow the students to demonstrate their knowledge of the subject, the ability of independent research, use of literature and the application of scientific and professional methodology.

ECTS Credits	20.0
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English Level	Lo
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E-learning Level	L1
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Study Hours	
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## Course Type

» Croatian Studies (Study) (required course, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Collect, investigate and critically read scientific literature;
2. Choose a thesis topic;
3. Write the thesis syllabus;
4. Plan the course of scientific research within a well-defined frame;
5. Define research problems, hypotheses and methods which will be used in order to reach relevant results;
6. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).

## General Competencies

Apply, classify and distinguish between professional and scientific terminology in the area of research;

Identify, evaluate and use a variety of scientific-research methods in the field of social sciences or humanities, which are applied in the area of research;

Independently conduct scientific research in the area of research with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect various scientific methodologies and perspectives on specific issues and problems in the researched field of social sciences or humanities.

Write a thesis in the Croatian or one of the world's languages in accordance with the scientific and ethical postulates, and defend it before a three-member committee.

## Grading

50% the written thesis, 50% the oral presentation before a three-member committee.

## Week by Week Schedule

1. Discussion of the topic, its approval and the acceptance of tasks.

2. Writing the thesis.
3. Writing the thesis.
4. Writing the thesis.
5. Writing the thesis.
6. Writing the thesis.
7. Writing the thesis.
8. Writing the thesis.
9. Writing the thesis.
10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.
14. Writing the thesis.
15. Writing the thesis.

## Literature



Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.

## Graduate work

64818



### Course Description

Graduate thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their studies and in which the students must demonstrate their ability to analyze the posed problem or subject from the theoretical, practical and research perspective in the field or branch of science in which their studies are founded. The aim of this course is to allow the students to demonstrate their knowledge of the subject, the ability of independent research, use of literature and the application of scientific and professional methodology.

ECTS Credits 20.0

English Level Lo

E-learning Level L1

Study Hours

### Course Type

» Sociology (Study) (required course, 4th semester, 2nd year)

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Collect, investigate and critically read scientific literature;
2. Choose a thesis topic;
3. Write the thesis syllabus;
4. Plan the course of scientific research within a well-defined frame;
5. Define research problems, hypotheses and methods which will be used in order to reach relevant results;
6. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).

### General Competencies

Apply, classify and distinguish between professional and scientific terminology in the area of research;

Identify, evaluate and use a variety of scientific-research methods in the field of social sciences or humanities, which are applied in the area of research;

Independently conduct scientific research in the area of research with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect various scientific methodologies and perspectives on specific issues and problems in the researched field of social sciences or humanities.

Write a thesis in the Croatian or one of the world's languages in accordance with the scientific and ethical postulates, and defend it before a three-member committee.

### Grading

50% the written thesis, 50% the oral presentation before a three-member committee.

### Week by Week Schedule

1. Discussion of the topic, its approval and the acceptance of tasks.

2. Writing the thesis.
3. Writing the thesis.
4. Writing the thesis.
5. Writing the thesis.
6. Writing the thesis.
7. Writing the thesis.
8. Writing the thesis.
9. Writing the thesis.
10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.
14. Writing the thesis.
15. Writing the thesis.

## Literature



Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.

## Graduate work

64886



### Course Description

Diploma thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their studies and in which the students must demonstrate their ability to analyze the posed problem or subject from the theoretical, practical and research perspective in the field or branch of science in which their studies are founded. The aim of this course is to allow the students to demonstrate their knowledge of the subject, the ability of independent research, use of literature and the application of scientific and professional methodology.

ECTS Credits 30.0

English Level Lo

E-learning Level L1

Study Hours

### Course Type

» Communication Sciences (Study) (required course, 4th semester, 2nd year)

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Collect, investigate and critically read scientific literature;
2. Choose a thesis topic;
3. Write the thesis syllabus;
4. Plan the course of scientific research within a well-defined frame;
5. Define research problems, hypotheses and methods which will be used in order to reach relevant results;
6. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).

### General Competencies

Apply, classify and distinguish between professional and scientific terminology in the area of research;

Identify, evaluate and use a variety of scientific-research methods in the field of social sciences or humanities, which are applied in the area of research;

Independently conduct scientific research in the area of research with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect various scientific methodologies and perspectives on specific issues and problems in the researched field of social sciences or humanities.

Write a thesis in the Croatian or one of the world's languages in accordance with the scientific and ethical postulates, and defend it before a three-member committee.

### Grading

50% the written thesis, 50% the oral presentation before a three-member committee.

### Week by Week Schedule

1. Discussion of the topic, its approval and the acceptance of tasks.

2. Writing the thesis.
3. Writing the thesis.
4. Writing the thesis.
5. Writing the thesis.
6. Writing the thesis.
7. Writing the thesis.
8. Writing the thesis.
9. Writing the thesis.
10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.
14. Writing the thesis.
15. Writing the thesis.

## Literature



Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.

# Great Directors of European Cinema

64816

## Lecturer in Charge



Izv. prof. dr. sc.  
Danijel Labaš

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Željka Biondić

## Course Description

Getting to know the greatest directors of European cinema, their work and most important films. The seminar will show these most significant films and provide opportunity for their analysis, criticism and debate.

## Course Type

» Communication Sciences (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Name and classify the greats of the European classic film
2. Define their place and role in the history of film and film art
3. Explain the impact of their masterpieces on the society
4. Define and explain the influence of cinema on the society development

## General Competencies

Define, describe and evaluate European cinema, the history of its development and its central issues. Apply, classify and distinguish professional terminology. Present a reasoned and argued defense of one's own professional attitudes and insights. Expertly and professionally apply the acquired specialist theoretical and practical knowledge.

## Grading

Lecture attendance, literature reading and participation in discussions with the professor and the colleagues (50% of final grade), seminar paper (25% of final grade) and exam (25% of final grade).

## Week by Week Schedule

1. Sergej Ejzenštejn, Battleship Potemkin (1925); Fritz Lang, M(1931);
2. Fritz Lang, M (1931);
3. Jean Renoir, The Rules of the Game (1939);
4. Some Like It Hot – Billy Wilder – 1959;
5. Alain Resnais, Hiroshima My Love (1959);
6. Jean-Luc Godard, Breathless (1960);

7. Ingmar Bergman, Wild Strawberries (1960);
8. Preliminary exam 1;
9. La dolce vita [The Sweet Life] - Federico Fellini – 1960;
10. The Good, the Bad and the Ugly – Sergio Leone – 1966;
11. Jiri Menzel, Closely Watched Trains (1967);
12. Federico Fellini, 8 ½ (1963);
13. Vittorio de Sica, Bicycle Thieves (1948);
14. Luchino Visconti, The Leopard (1963);
15. Preliminary exam 2.

## Literature



PETERLIĆ, Studije o 9 filmova, Hrvatski filmski savez, Zagreb, 2002.



PETERLIĆ, Skica za jednu povijest filma, U: treći program hrv.radija, 1995.



MARTINAC, Filmska teka: Filmografija jugoslavenskih i svjetskih redatelja, Split, 1977.



VINCENT, Storia del cinema: con 437 illustrazioni, 1949.



# Group Processes and Impacts

57114

## Lecturer in Charge



Doc. dr. sc.  
Ines Sučić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30
	15

## Course Description

The aim of the course is to familiarize students with the basic knowledge about groups, group dynamics and structures, group phenomena, various forms of social impacts, and with the basic knowledge of social identity, as well as the relationship between social and personal identity.

## Course Type

» Psychology (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the basic concepts and theories in the field of groups, group processes, social identity and social impact. Become familiar with key research in the field of groups, group processes, social identity and social impact. Evaluate different theoretical approaches in areas related to the study of groups and group processes - for example in the area of leadership in the field of emotions in groups, in the field of collective behavior ...  
Apply knowledge of group processes and impacts in practice
2. Explain the key research in the field of groups, group processes, social identity and social impact
3. Evaluate different theoretical approaches in areas related to the study of groups and group processes - for example in the area of leadership in the field of emotions in groups, in the field of collective behavior ...
4. Apply knowledge of group processes and impacts in practice

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

Create professional and scientific reports based on empirical data using scientific literature as well as select appropriate methods of data analysis and reporting on the results of research and professional work.

## Grading

Class attendance 5% Activity in class 5% Research/exercise conduction 5%  
 Presentation of results of research/exercise 15% Colloquia - 2 x 30% or 60%  
 written exam Written essay related to the topic of the research/exercise 10%

## Week by Week Schedule

1. Definition, interpersonal and group relations, group dynamics
2. Group research methods - experimental and correlational methods, case studies
3. Group formation - motivation to join groups
4. Group development and socialization in groups - phases of the group development
5. Group Structure - roles, authority, communication networks
6. Conflicts in the group - sources of conflict, conflict escalation, conflict resolution
7. Emotions in the group - affects associated with the development group, affects as integral elements of the group
8. Leadership - the nature of leadership, the emergence of leadership, leadership effectiveness
9. The first colloquium
10. Collective behavior - types of collectives, theoretical explanations of collective behavior
11. Social impact - different techniques of social influence
12. Social identity - theoretical approaches to social identity, social identity and intergroup conflict, social identity and intergroup harmony
13. Group in context - group frames, ecology of the groups, group territoriality
14. Groups and change – group approaches to change, sources of group change, the effectiveness of groups
15. The second colloquium

## Literature



Brown, R. (2002). Grupni procesi - dinamika unutar i između grupa. Jastrebarsko: Naklada Slap.



Cialdini, R. (1993). Utjecaj - znanost i praksa. Zagreb: MATE. - dovoljan je prikaz knjige na Zimbardovim stranicama, na temu socijalnog utjecaja i odupiranja negativnim učincima socijalnog utjecaja



Forsyth, D.R. (2009). Group dynamics - fifth edition. Belmont: Wadsworth/Cengage Learning.



Kelly, J.R. (2001). Mood and emotion in groups U M.A. Hogg i S. Tindale (Ur.) Blackwell handbook of social psychology: Group processes. (str.164-181). Oxford: Blackwell Publishers.

# Health Psychology

53869

## Lecturers in Charge



Prof. dr. sc.  
Jasminka Despot  
Lučanin



Doc. dr. sc.  
Maja Vurnek  
Živković

ECTS Credits	4.0
English Level	L1
E-learning Level	L2
Study Hours	30
	15

## Course Description

The aim of the course is to acquire psychological knowledge that can be applied in maintaining and improving health. Students will be trained to apply psychological knowledge and skills contained in a comprehensive, biopsychosocial model in order to help people maintain their health and help them cope better with different health problems.

## Course Type

» Psychology (Study) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the comprehensive, biopsychosocial model of approach to health and disease.
2. Explain the effects of psychosocial factors on health, disease, and health behaviour.
3. Explain specific communication between professionals and clients/patients.
4. Demonstrate the associations of stress, coping style, and physical stress.
5. Outline the interrelationship of physical disfunction, disease, and psychological state.
6. Evaluate the presence of psychological mechanisms in the pain experience.

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Support collaboration in interdisciplinary team work and establish constructive professional relationships with experts from associated disciplines.

## Grading

Students achievement is continually evaluated through certain activities. A student can achieve a maximum of 50 points according to following arrangement: 5 points for regular class attendance, 5 points for group task presentation, and 40 points (two times 20) for mid and end term tests OR written exam. Points are turned into final grade as follows: 30-34 points = pass (2); 35-40 points = good (3); 41-46 points = very good (4); 47-50 points = excellent (5).

## Week by Week Schedule

1. Introduction to health psychology: The biopsychosocial model of approach to health and disease.
2. Health beliefs and illness cognitions
3. Health behaviours: theoretical approaches
4. Health behaviours: Methods of behaviour change
5. Stress and physical health
6. Stress management: Coping styles and health
7. Pain: Characteristics, theories, psychological factors
8. Pain measurement
9. Somatopsychology: Pshysical disfunctions, illness and psychological state.
10. Psychological problems of persons with chronic illness: Coronary heart disease, cancer and HIV
11. Psychological problems of persons with chronic illness: Diabetes, children with chronic illness, women's health issues
12. Communication with patients and their families.
13. Children in hospital
14. Measuring health
15. Health psychology: A discipline and a profession

## Literature



Havelka, M. (Ur.) (2002). Zdravstvena psihologija. Jastrebarsko: Naklada Slap.

# Heritage of Other Cultures in the Croatian Culture

57135



## Lecturers in Charge



Prof. dr. sc.  
Radoslav Katičić



Doc. dr. sc.  
Marinko Šišak

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

Show the cultural pervasiveness in the Croatian region and how it grew into what today lives as the Croatian culture. Examined are the country and the people in it, beginning with the Slavic ethnic tradition faced with prehistoric cultures encountered in the new land and with an ancient civilization on it.

## Course Type

» Science Stream (Croatian Studies Profile) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze the kind of influences on the formation of the Croatian culture.
2. Compare historically relevant cultural circles and their reception in the entirety of the Croatian culture interdisciplinary and multidisciplinary.
3. Describe the historical stages in the development of the Croatian culture and dominant influences.
4. Argue the specificity of the Croatian culture compared to other cultures.

## General Competencies

Define and argue the layering, influences and pervasiveness of the Croatian culture with other cultures in contact synchronically and diachronically.

## Grading

Student's involvement in debated topics based on spontaneous or planned discussions is being estimated. Preparing presentation for the fieldwork.

## Week by Week Schedule

1. The aura of Rome and Constantinople, the impact of heritage in the time of the Avar Khanate, the atmosphere of the Carolingian Renaissance, Venetians and the dynamic area of the Hungarian development.
2. Pre-Romanesque and the Benedictines.

3. The heritage of Cyril and Methodius, the impact of the Ottonian Renaissance and the Cluniac Reforms. The western influences of the Romanesque and Gothic period and great orders and their role in creating the Croatian cultural space.
4. Scholasticism and European universities.
5. Wider European frameworks of the Pre-Renaissance in the Croatian region.
6. Intercultural connection of humanism, both in the Adriatic and the Pannonian region.
7. Reformation, Protestantism of Croats and Croatian protestants in Germany. The presence of the Oriental literature and spirituality, Catholic renewal and Baroque. The Society of Jesus and the Order of Saint Paul.
8. Encyclopedism in Baroque. Spiritual atmosphere of the Enlightenment, of Podunavlje, of Mother Teresa's and of Adriatic (physiocracy): Classicism and Pre-Renaissance.
9. The Napoleonic era and its cultural influences and incentives.
10. The Illyrian movement and the Croatian National Revival. National romanticism and romanticism in its full sense.
11. Realism and naturalism, historicism.
12. Modernism, "art for art's sake", Art Nouveau.
13. The Left and the Catholic Croatian intelligence in their European contexts.
14. Expressionism and other modernist tendencies, and combative social consciousness.
15. Exacerbated position between the western and eastern Europe in both Kingdom of Yugoslavia and the Republic of Yugoslavia and different ways of their participation in the whole of Europe. Croatia in the EU.

## Literature



Radoslav Katičić (2005). Na ishodištu, Književnost u hrvatskim zemljama od 7. do 12. st., Matica hrvatska, Zagreb



Radoslav Katičić (2011). Na kroatističkim raskrižjima, II. izd., Hrvatski studiji, Zagreb



Trpimir Macan (1992). Povijest hrvatskoga naroda, II. izd., NZMH, Školska knjiga, Zagreb

# History and Archeology

62008



## Lecturer in Charge



Doc. dr. sc.  
Mladen Tomorad

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	30

Lecturer  
Eva Katarina Glazer, dr. sc.

## Course Description

Course objectives are to introduce students with archaeology as a discipline and its methods and its contribution to history, with emphasis on classical archaeology.

## Course Type

- » Science Stream (History Profile) (archival and historical sciences, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List and explain the related disciplines.
2. Define the development of archaeology as a scientific discipline.
3. Explain the archaeological methods.
4. Explain the methods of the conservation of the excavated material.
5. List contemporary guidelines of museology.
6. Identify the most important archaeological sites in Croatia and several European and Near Eastern sites.

## General Competencies

After finishing the programme student will be able to: define the methods of archaeology; identify the most important archaeological sites; explain the connection between archaeology and history and the importance of the interdisciplinary research; interpret several finds.

## Grading

Student activity will be monitored throughout the entire semester. Attendance is mandatory. The final exam is oral. Field class is mandatory. Students must write two seminars and present it during lectures.

## Week by Week Schedule

1. Introduction to course;
2. The history of archaeology; The development of archaeology as a scientific discipline
3. Review of related disciplines (anthropology, geology, paleontology, etc) and the introduction to subdiscipline (such as underwater archaeology); Discussion
4. Archaeological methods (through the history of the research of selected site students get acquainted with the excavation methods)
5. Archaeological methods (through the history of the research of selected site students learn about the analysis of the finds); Discussion
6. Methods of conservation and museology
7. Students prepare lectures about chosen archaeological sites in Croatia; Discussion
8. Students prepare lectures about chosen archaeological sites in Croatia; Discussion;
9. Field class - Archaeological Museum in Zagreb
10. Students prepare lectures about chosen archaeological sites in Europe; Discussion;
11. Students prepare lectures about chosen archaeological sites in Europe; Discussion;
12. Field class - Museum of Zagreb
13. Students prepare lectures about chosen archaeological Near eastern sites; Discussion;
14. Field class - visit of archaeological park near Zagreb (ancient site of Andautonia)
15. Final lecture/ guest lecture

## Literature



Bahn P. (2006). Arheologija. Tragovima velikih civilizacija, Uliks



Durman A. (ur) (2006). Stotinu hrvatskih arheoloških nalazišta, Leksikografski zavod Miroslava Krlež, Zagreb



# History of Christianity in Croatia

57136



## Lecturer in Charge



Prof. dr. sc.  
Mijo Korade

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Mislav Kovačić

## Course Description

Since Christianity is one of the essential elements of Croatian identity and that Europe, indeed, rose from Christian roots, the main objective of the course is to familiarize the students with the historical processes and events related to the Church (in the broadest sense of the word), and which shaped and strengthened the Croatian identity. The issue in question is not the identification of the religious with the national, but rather their mutual understanding and interpretation. Through the lectures, which are organized around selected questions and supplemented with individual work, the students will become capable of understanding the issues and problems of the Croatian religious history and, ultimately, of working in the interdisciplinary field of Croatology more fruitfully.

## Course Type

» Science Stream (Croatian Studies Profile) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the course of the history of Christianity among the Croats and determine the key events and protagonists of this history.
2. Explain historical events in the causal process.
3. Connect the events from the Croatian religious history with the events at the European and historical scene.
4. Present the hierarchy of historical events and discern their relevance for the present moment.
5. Present Christianity as a component of the Croatian identity.

## General Competencies

The students are expected to master the general chronological order of the history of Christianity in Croatia, to understand the context of specific events and to be able to understand the entire history of Christianity in Croatia as part of the Croatian culture. They will be taught to critically evaluate the present moment into which Christianity is unquestionably woven, and to read the Croatian identity in the context of global processes.

## Grading

Class attendance, seminar assignments, preliminary exams, oral or written final exam.

## Week by Week Schedule

1. Introductory questions: demarcation of the concepts presented in the course title; Christianity before the arrival of Croats
2. Benedictine monasticism on Croatian soil and its implications
3. The role of the Church in the science and education of Croats in the Middle Ages
4. Franciscans among Croats
5. The Bosnian-Hum Church
6. Protestantism on Croatian soil
7. The Council of Trent and the era of Catholic renewal; the Society of Jesus
8. Pontifical Croatian College of St. Jerome in Rome
9. Unionist movement and controversialist theology
10. The Church at the time of the Enlightenment and National Revival
11. Prominent Croatian missionaries; the role of the Croatian Catholic missions in the shaping of identity
12. The Church in the atmosphere of two world wars
13. The Second Vatican Council
14. Prominent Croatian theologians
15. The Christian communities in Croatia and the ecumenical activity

## Literature



Juraj Kolarić (2006). Povijest kršćanstva u Hrvata, I: Katolička crkva u Hrvata, Hrvatski studiji, Zagreb



Juraj Kolarić (2006). Povijest kršćanstva u Hrvata, II: Kršćani na drugi način, Hrvatski studiji, Zagreb



Juraj Kolarić (2006). Povijest kršćanstva u Hrvata, III: Quaestiones selectae, Hrvatski studiji, Zagreb

# History of Croatian Cinema

61935



## Lecturer in Charge



Doc. dr. sc.  
Dubravka Zima

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Tomislav Šakić, prof.

## Course Description

The students will be introduced to the history of Croatian film, with special emphasis on the different approaches to the study of film history and the position of the Croatian film with respect to the global context, especially in terms of industry and ideology. The main objective is, however, to establish an overview of the aesthetic history of the domestic film, with insight into the most important directors and authorial opuses, genres and stylistic guidelines.

## Course Type

- » Science Stream (Croatian Studies Profile) (required course, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Present and situate the history of film in the general context of art history
2. Analyze and understand the aesthetics and the issues of aesthetic changes (on the example of film)
3. Apply the knowledge of critical theory and the theory and history of literature (especially from narratology and the study of popular culture) in the area of film
4. Apply the interpretation and textual analysis (in the area of film analysis)
5. Recognise the fundamental film narrative styles (classical and modernist)
6. Recognize the fundamental stylistic determinants of a film, along with the ability to analyze and interpret the film at the fundamental level of stylistic interpretation.

## General Competencies

The students should be able to situate the history of film in the general context of art history, to further understand the aesthetics and the issues of aesthetic changes (on the example of film), to apply their knowledge of critical theory and the theory and history of literature (especially from narratology and the study of popular culture) in the area of film, as well as to apply the interpretation and textual analysis (in the area of film analysis).

## Grading

Class activity: 10%; seminar assignment or final essay: 20%; oral exam: 50%; watching Croatian films online or as part of cinema programme: 20%.

## Week by Week Schedule

1. Introduction and methodological elaboration of the history of Croatian film (cinema, contextual, aesthetic)
2. Croatian film in the global context (film stylistic epochs)
3. Archaeological period of Croatian film (1941). The School of National Health, Oktavijan Miletic
4. State cinematography (NDH, FNRJ) and the classical style of the 1940s i early 1950s
5. Feature film realisms of the classical style of the 1950s
6. Mature classical style of feature film (Branko Bauer)
7. Zagreb School of Animated Films
8. Documentary film from the classic style to the modernist film-essay
9. Early modernism (Branko Belan), modernist film I (new wave aesthetics)
10. Modernist (feature) film II and authorial cinema
11. Modernist (feature) film III (high modernism, Vatroslav Mimica)
12. Post-Spring (feature) film of ethical concern and the "red wave" of the 1970s
13. Genre film of the 1980s, Prague School
14. Postmodernist, populist, authorial and genre film of the 1990s and 2000s
15. Synthesis and Evaluation

## Literature



Gilić, Nikica (2010). Uvod u povijest hrvatskog igranog filma, Leykam international, Zagreb



Škrabalo, Ivo (2008). Hrvatska filmska povijest ukratko (1896.-2006.), V.B.Z. i Hrvatski filmski savez



Turković, Hrvoje (2005). "Filmske pedesete", Hrvatski filmski ljetopis, god. 11., br. 41., str. 122-131.



Turković, Hrvoje (2009). "Filmski modernizam u ideološkom i populističkom okruženju", Hrvatski filmski ljetopis, god. 15., br. 59., str. 92-106.

# History of Education

61954



## Lecturer in Charge



Prof. dr. sc.  
Mijo Korade

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The aim of the course is to introduce the history of education in general and particularly in the Croatian lands during all periods of the Middle Ages through the early modern period and the first public high schools, through the reform of the Court of Vienna and the process of establishing a mass school until the modern education through the 20th century.

## Course Type

» Teaching Stream (History Profile) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the development of education from ancient to modern times in Western civilization,
2. Identify the basic problems of the development process of school systems and methods in Europe and Croatian regions,
3. Show the role of the most important factors in the development of schools,
4. Explain the causal relationship turning points during the period,
5. Analyze the issue of relations ideology, school systems teaching practice in certain periods.

## General Competencies

After finishing the programme student will be able to:  
 outline in clear and simple manner the major historical events from ancient to contemporary times,  
 construct a historical context,  
 differentiate specificities of historical periods,  
 demonstrate the importance of interdisciplinary interpretations of historical events,  
 compare historical processes of different periods,  
 design his/her own conclusion on different historical events and processes.

## Grading

Activity of each student will be monitored, which will be reflected in the overall score. Classes is required to attend. The exam is written.

## Week by Week Schedule

1. Introductory lecture
2. Education from Antiquity to the Renaissance
3. Modern Age schools and school systems
4. School and educational theory in the 19th and 20 century
5. Monastic and cathedral chapter schools in the Middle Ages in Croatia
6. Croatian Franciscan contribution to education in the Croatian regions
7. Dominican school and their significance in the Croatian cultural history
8. Nunneries and their educational-school activity. Ursuline and their schools for girls
9. The Jesuits and the public high school in the Croatian lands in the 17th and 18 century
10. Cultural and social aspects of Jesuit Collegium
11. Croatian academic institutes and institutions abroad (Bologna, Loreto, Fermo, Rome, Vienna, Trieste) of 16 to 19 century
12. School reform the Court of Vienna and their echo in Croatia in the 18th and 19 century
13. The first Croatian school laws in the 19th century and mass Education
14. Croatian education through political and social upheavals of the 20th century.
15. The crisis of modern education, criticism and perspectives for the future.

## Literature



E. Munjiza (2009). Povijest hrvatskog školstva i pedagogije, Filozofski fakultet u Osijeku



J. Demarin (1940). Građa za povijest pedagogije Hrvata, Srba i Slovenaca, Zagreb



Franković, D. (1958). Povijest školstva i pedagogije u Hrvata, Pedagoško-književni zbor, Zagreb



M. Ogrizović (1980). Likovi istaknutih pedagoga, Školske novine, Zagreb

# History of Palestine

96412



## Lecturer in Charge



Doc. dr. sc.  
Mladen Tomorad

ECTS Credits	4.0
English Level	L2
E-learning Level	L1
Study Hours	30

Teaching assistant  
Eva Katarina Glazer, dr. sc.

## Course Description

Course objective is to inform the students on political history of the area of Palestine from the Bronze Age (the Age of the Patriarchs) to the founding time of the modern Israeli state and the up-to-date situation in the region.

## Course Type

- » Science Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Name the most important events that occurred in the history of Palestine,
2. Interpret historical sources of the period,
3. Discuss the context of the variety of the topics connected to the history of Palestine,
4. Describe the cause and effect relationship related to the topics of the history of Palestine,
5. Identify the most important figures that played crucial roles in the developing processes in the history of Palestine.

## General Competencies

After finishing the programme student will be able to: define historical processes typical for certain historical period; describe historical processes; explain cause and effect relations of historical events and processes; construct a historical context; compare historical processes of different periods; interpret historical sources; appraise the value of historiographic interpretations.

## Grading

Student activity will be monitored throughout the entire semester. Attendance is mandatory. Students must write a seminar and present it during lectures. The final exam is oral.

## Week by Week Schedule

1. Introduction
2. The Age of the Patriarchs
3. Solomon and the building of the temple; Assyrian domination and conquest; Babylonian conquest
4. Cyrus the Great and Nehemiah; (Re)Building of the Temple;
5. Hellenistic period; The Revolt of the Maccabees; Hasmonean dynasty
6. Herod the Great
7. Jewish-Roman Wars; Emperor Hadrian and the architecture and urbanism in Palestine (Aelia Capitolina)
8. Byzantine period
9. Arabic conquests; Abassid caliphates and the age of science
10. Kingdom of Jerusalem and the Crusaders
11. Ayyubids and Mamluks;
12. Ottoman period in Palestine
13. Congres in Basel 1896.; Balfour declaration 1917.;
14. 1948 Arab-Israeli War, Six Day War, Yom Kippur War
15. First and –second Intifada, Operation Pillar of Defence

## Literature



Iosephus Flavius (1997). *The Jewish War*, Harvard University Press, Cambridge



Iosephus Flavius (1995). *Jewish antiquities*, Harvard University Press, Cambridge



Ibn Khaldun (1967). *The Muqaddimah*, Princeton Universtiy Press, Princeton



Chapman, C. (2002). *Čija je obećana zemlja? Izraelsko - palestinski sukob*, Stepress, Zagreb



# Human Resources Management

53799



## Lecturer in Charge



Doc. dr. sc.  
Toni Babarovic

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Course Description

Improving specific students' competencies in effective management of human resources through an understanding of the basic theoretical concepts and current trends in practice. Students will analyse the basic theoretical models of human resource management and be able to apply those models in a real working environment. Students will be encouraged to evaluate strategies of human resource management and apprise modern trends in this area from the perspective of an organizational psychologist.

## Course Type

» Psychology (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply psychological theories in the field of human resources management and practice
2. Combine the appropriate method of job (position) analysis in practice
3. Justify the use of different methods of advertising in the process of recruiting staff
4. Evaluate the use of psychological tests in the selection process
5. Develop a system and assessments for monitoring the efficiency of employee performance
6. Develop a reward system in firm.
7. Name the types and forms of training and professional development for employees in accordance with personal and organizational needs.
8. Modify changes in organizations.
9. Develop techniques for strengthening the organizational culture

## General Competencies

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

## Grading

Activity at classes - 20%;

Project tasks - 30%;

Written exam - 50%.

## Week by Week Schedule

1. The role of human resources in the modern organization
2. Jobs Analysis
3. Ways of advertising and recruiting employees
4. Methods of selection of personnel
5. Tests in the selection - the validity of the selection process
6. Monitoring and evaluation of employee performance
7. Reward systems
8. Motivation for work
9. Professional training and professional development
10. Communication and interpersonal relations in the organization
11. Management changes in organization
12. Organizational Culture
13. Specific problems of human resources
14. Ethical and legal framework of human resources management
15. Test

## Literature



Noe, R. A., Hollenbeck, J. R., Gerhart, B., Wright, P. M., Steen, S. (2006). Fundamentals of Human Resource Management. Canadian Edition. Toronto, ON: McGraw-Hill



Šverko, B. (2012) Ljudski potencijali usmjeravanje, odabir i osposobljavanje, Hrvatska sveučilišna naklada, Zagreb

# Image, Reputation Management and Lobbying

57248



## Lecturer in Charge



Izv. prof. dr. sc.  
Nada Zgrabljic  
Rotar

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

To provide students with an insight into key elements of organization identity that affect image creation, the basics of lobbying and key characteristics of a lobbyist, as well as positioning of organizations on the market. To teach students how to apply the tools of public relations that are used during the process of creating identity and organizational culture, which affect the reputation of an organization. Familiarize them with the basic tools in the work of a lobbyist, which are used in the public relations practice. Familiarize them with the basic theories of identity and image, as well as the practical skills needed to work in public relations.

## Course Type

- » Communication Sciences (Study) (public relations: specialist working group 3., 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define and know the basic concepts.
2. List, classify, explain and use the elements of identity and image.
3. Use social networks in the creation and development of the organization identity.
4. Use internal communication in the creation and development of the organization identity.
5. Identify, evaluate and apply different types of lobbying.
6. Use different ways to test the efficiency of image and identity elements and lobbying campaigns.

## General Competencies

Define, describe and evaluate the image, management and lobbying, their development and the central problems. Apply, classify and distinguish professional terminology. Individually or in teams conduct scientific research in the field of communicology with the help of modern scientific-research methods and write essays in a clear and organized manner. Expertly and professionally apply the acquired specialist theoretical and practical knowledge in public relations.

## Grading

30% practical work, 20% seminar paper, 20% presentation, 30% exam.

## Week by Week Schedule

1. Introductory class: course overview, method of assessment, students' expectations, basic concepts, examples, micro exercise / interactive game
2. Identity - factors: definition of identity and image, identity elements, the elements of the vision as a strategic tool for defining identity. Practical exercise in defining the elements of identity.
3. Identity - factors: definition of identity and image, identity elements, the elements of the vision as a strategic tool for defining identity. Practical exercise in defining the elements of identity.
4. Identity elements: the sign and logo, graphic standards - what they involve and why they matter to us. Practical exercise in writing queries to organizations.
5. Identity elements: the sign and logo, graphic standards - what they involve and why they matter to us. Practical exercise in writing queries to organizations.
6. Organization reputation and tools of communication: elements of identity that affect the creation of an organization's reputation, corporate publications, types of internal media used in the creation of reputation. Overview of social networks.
7. Organization reputation and tools of communication: elements of identity that affect the creation of an organization's reputation, corporate publications, types of internal media used in the creation of reputation. Overview of social networks.
8. Organization reputation: elements of organizational culture, internal communication and its importance for the reputation, socially responsible business operations as an element of creating an organization's reputation
9. Organization reputation: elements of organizational culture, internal communication and its importance for the reputation, socially responsible business operations as an element of creating an organization's reputation
10. Corporate advertising: responsibility for corporate advertising - who is responsible within the organization, media types, creating the message and the message objective, the target public in corporate advertising, the relationship between corporate and production advertising. Practical exercise in analysis of corporate advertisements.
11. Public affairs: definition and scope of public affairs, the environment, types of lobbying, the factors of successful lobbying, the characteristics of lobbyists, ethics and public affairs, lobbying in the European context, the key factors of success, decisions about the way of lobbying, common errors, a practical example - group work based on a case study from the practice.
12. Public affairs: definition and scope of public affairs, the environment, types of lobbying, the factors of successful lobbying, the characteristics of lobbyists, ethics and public affairs, lobbying in the European context, the key factors of success, decisions about the way of lobbying, common errors, a practical example - group work based on a case study from the practice.
13. Evaluation: Evaluating the efficiency of the elements of identity among the target groups, methods of measuring performance of internally implemented activities, the methods of measuring the performance of external campaigns.
14. Presentations of student work: group presentations of student works on assigned topics from the course.
15. Presentations of student work: group presentations of student works on assigned topics from the course.

## Literature



Cornelissen, J. (2004).  
Corporate Communications  
Theory and Practice (str. 56-  
91.), London: Sage  
Publications



Theaker, A. (2007). Priručnik  
za odnose s javnošću (str.  
115-154-), Zagreb: Print



Babić, M. (2004).  
Korporativni imidž, Zagreb,  
Adamić



Tench, R.; Yeomans, L. (eds)  
(2006). Exploring Public  
Relations (str. 208-233.;  
250-265.; 343-346.; 446-  
463.), Harlow: Pearson Ed



Wilcox, D. L., Ault P. H,  
Agee W. K. (1999). Public  
Relations Strategies and  
Tactics, Longman

# Institution of the EU

57184

## Lecturer in Charge



Izv. prof. dr. sc.  
Mladen Puškarić

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Mladen  
Puškarić

## Course Description

The goal of the course is to provide students insight into institutional architecture of EU, foundation treaties, ways of institutions' functioning, and process of making decisions in these institutions.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze the role of EU institutions
2. Recognize the meaning of institutions for the functioning of the European integration process
3. Apply acquired knowledge for the purpose of the analysis of relationship between national institutions and EU institutions
4. Explain the relationship and authority of EU institutions and national institutions
5. Describe the conditions and circumstances of the establishment of the EU institutions
6. List phases in the development of EU institutions and their authority
7. Relate the role on national institutions and institutions of EU in functioning of the EU legal system
8. Compare the process of evolution related to the authority of EU institutions and national institutions
9. Develop an interest for the studying of evolution of the EU institution and their role in the process of integration
10. Use acquired knowledge in oral and written presentation

## General Competencies

Upon successfully passed exam, students will be able to:  
Combine the general knowledge of society and of social processes.  
Outline the opposing viewpoints and alternative hypotheses in the various social issues.  
Illustrate the key structural factors that are shaping the society.  
Combine the different theoretical approaches in the investigation of the social phenomena.  
Analyse personal and local social questions in the broader social context

## Grading

Written exam, term exam, seminar, presentation.

## Week by Week Schedule

1. Discussions about Future of European Integration
2. Westendorp Report and IGC from 1999.
3. Initiative of Joschke Fischer
4. New Political Initiative
5. Deklaration from Leaken
6. European Convention about Future of Europe
7. Convention from Brusseles
8. Intergovernmental Conference
9. Lisbon Treaty and Institution of EU
10. European Parliament
11. European Council
12. Council
13. European Commission
14. European Court of Justice
15. Court of Auditors, European Central Bank

## Literature



Mladen Puškarić (2012).  
Europska unija: od Leakena  
do Lisabona, Studia Vita

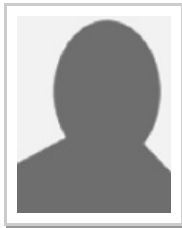


Mladen Puškarić (2012).  
Europska integracija, Stier  
Graff

# International Relations

57186

## Lecturer in Charge



Izv. prof. dr. sc.  
Mladen Puškarić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

This course is carried out in order to provide a student with a basic understanding of international relations and social processes taking place in the modern world.

The world is in a process of constant change with uncertain outcomes. Many processes take place independently to knowledge and will of the people. Therefore, the participants of this course are to become familiar with the subjects of international relations, their mutual relations, and the effects of their actions.

A national state, which used to be a classic fundamental subject of international relations, loses its importance and the role it had in the second half of the nineteenth and in the twentieth century.

Currently a regional integration as a phenomenon connected to process of globalization is taking place, in which new actors in international relations emerge.

It is especially important to note that role and significance of certain countries are changing. While some lose their role and significance, the others are embarking on path of stronger engagement in global processes. The role and significance of international organizations is also changing, including the regional integrations such as the European Union, which are increasingly acting on behalf of their member states and replacing their global presence.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze international relations in modern world
2. Identify the main subject in international relations
3. Apply the acquired knowledge to understand international relationships
4. Explain relationships between small and big countries
5. Describe circumstances giving rise to new global order
6. List the main subjects in international relations
7. Combine all the factors that influence functioning of the international order



8. Compare relations between the world's major powers
9. Develop interest for research of international relations
10. Use the acquired knowledge for written and verbal presentation

## General Competencies

Upon successful completion of the course, students will be able to: Connect general knowledge of society and social processes. Point out the conflicting opinions and alternative hypotheses in various social issues. Point to the social outcomes of public policies. Display key structural factors that shape society. Show the relevance of concepts of social structure and social institutions in explaining social phenomena. Analyze personal and local issues in a broader social context.

## Grading

Written exam, term exam, seminar, presentation.

## Week by Week Schedule

1. International Relations
2. International Relations in American and European tradition
3. Theory of International Relations
4. Methods in Teaching International Relations
5. Subjects of International Political Relations
6. National State and International Relations
7. National State and Regional Integration
8. Supranational and Intergovernmental character of Regional Integration
9. Role of National State in International Relations
10. Evolution of the role of National State in International Relations
11. Type of International Relations
12. International Relations and Economics
13. Ideological division of the World
14. Religion and International Relations
15. New World Order

## Literature



Vukadinović Radovan  
(1998). *Međunarodni  
politički odnosi*, Zagreb



Mladen Puškarić (2012).  
*Europska integracija*, Stier  
Graff

# Introduction to Comparative Literature

57156



## Lecturer in Charge



Doc. dr. sc.  
Dubravka Zima

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Dubravka Zima

## Course Description

Introduce the students to the basic literary theories, contemporary and historical, and provide them with a systematic overview of the Croatian scientific study of literature. Read and understand the most important texts of the Croatian literary science, from the immanentism of the sixties of the 20th century until the contemporary culturology.

## Course Type

- » Science Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)
- » Science Stream (Croatian Studies Profile) (elective courses 2, 4th semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Present and independently select and pose a literary-theoretical or cultural-theoretical problem;
2. Analyze and articulate the task of the selected problem treatment on an immediate literary example or cultural practice/practices;
3. Present and report on the read secondary literature and establish a critical relationship to it;
4. Apply the read secondary literature in the independent treatment of assigned tasks;
5. Analyze and independently write an academic written paper.

## General Competencies

Independently select and pose a literary-theoretical or cultural-theoretical problem;

## Grading

Class participation 20%;  
Class assignment participation 20%;  
Seminar assignment completion - two assignments 40%;  
Oral exam 20%.

## Week by Week Schedule

1. Introductory agreement with the students on the course content and the mode of work. Literature, exam seminar assignments, student obligations.
2. Introduction to Comparative Literature. Croatian comparative literature. Ivo Hergešić, Miroslav Beker.
3. Introduction to Comparative Literature. History, theory. Zagreb School. Immanentism (term D. O. Tolić)
4. Zagreb School and the high and the popular. The concept of trivial literature. Milivoj Solar. Viktor Žmegač.
5. Zagreb School. The science of literature and literary theory. Intertextuality, intermediality, citativity. Dubravka Oraić Tolić, Pavao Pavličić
6. Zagreb School and literary periodization. Stylistic formation. Jeans prose. Aleksandar Flaker.
7. Introduction into cultural studies. Dean Duda.
8. Cultural studies. Proceedings "Politika teorije" [Theory policy]
9. Cultural studies. Treatment of selected student topics.
10. Feminist literary theories
11. Women's Studies.
12. Cultural stereotypes. Imagology.
13. Cultural stereotypes. Imagology: treatment of selected student topics.
14. Overview of literary theory. Postcolonial theory, queer theory, minority studies.
15. Course evaluation

## Literature



Jonathan Culler (2001).  
Književna teorija. Vrlo  
kratak uvod, AGM- Zagreb



Miroslav Beker (1995).  
Uvod u komparativnu  
književnost, Školska knjiga,  
Zagreb



Dubravka Oraić Tolić  
(1990). Teorija citatnosti,  
SNL-Zagreb



Dean Duda (2002).  
Kulturalni studiji, ishodišta  
i problemi, AGM-Zagreb



Davor Dukić (ur.) (2009).  
Uvod u imagologiju. Kako  
vidimo strane zemlje,  
FFpress-Zagreb

# Introduction to Historical Science

57158

## Lecturer in Charge



Prof. dr. sc.  
Mladen Ančić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The objectives of this course are to introduce students to the way in which it once formed and then played, and currently works as a scientific field of historical research. Students are introduced to the processes and procedures that characterize scientific activity and the discussion about read articles practically acquainted with the scientific dimension of history.

## Course Type

» Science Stream (History Profile) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the basic notions of scientific research of the past,
2. Explain the basic forms of communication of scientific research,
3. Demonstrate basic skills of designing complex knowledge,
4. Describe the meaning of term multiple perspectives
5. Compare different scientific paradigms,
6. Apply learned lessons to the further continue of scientific direction of graduate study history.

## General Competencies

After finishing the programme student will be able to: compile a list of literature for each historical period, design his/her own conclusion on different historical events and processes, demonstrate the importance of interdisciplinary interpretations of historical events compare historical processes of different periods, appraise the value of historiographic interpretations, differentiate specificities of historical periods, distinguish difference between important and non-important facts within historiographic interpretation

## Grading

Active students will be monitored throughout the semester. Classes is required to attend. Written exam, with the possibility for oral.

## Week by Week Schedule

1. Introduction differences between activities of playback historical knowledge through the education system and the history of scientific research.
2. Professionalization of academic historiography and its consequences.
3. The current state of the scientific field of history.
4. Scientific research history as a collective work performed by an individual.
5. Historiographical tradition as a starting point, but the burden of relationship to existing knowledge and the way they fit in the new knowledge.
6. Multiperspectivity meaning of events for contemporaries in different narratives about the past.
7. Basic forms of communication science research with emphasis on core categories of Croatian practice - original scientific work and review work.
8. Methods of determining historical facts through criticism springs.
9. From the set of facts to complex images of logic connectivity.
10. Linking the facts established in the patterns of cause and effect chains.
11. The ratio of achieved knowledge and past realities.
12. Concluding the narrative and its meaning in a scientific procedure.
13. Formatting and the meaning of review work .
14. Format and meaning of the original scientific work.
15. Recapitulation

## Literature



Ivan Jurković (2007). Veliki i osobiti razbojnik u službi pape Petar Kružić kapetan najjužnijeg dijela protuosmanskoga obrambenog sustava Hrvatske, Zbornik Odsjeka za povijesne znanosti HAZU 25



Kornelija Jurin Stanković (2005). Krajiške elite i izvori prihoda: primjer jadranskog zaleđa u 16. i 17. stoljeću, Prilozi za orijentalnu filologiju 55



Marianna Birnbaum (2006). Dugo putovanje Gracije Mendes, Izdanja antibarbarus Zagreb



Marshall Sahlins (1985). Structure and History, u: Islands of History, University of Chicago Press



Charles Tilly (2002). Historical Analysis of Political Processes, u: J. H. Turner (ur.), Handbook of Sociological Theory, Oxford Handbooks Online

# Introduction to Scientific Research

61243



## Lecturer in Charge



Prof. dr. sc.  
Branka Tafra

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	30

Lecturer  
Petra Košutar, dr. sc.

## Course Description

The aim of the course is to provide the students in one place with basic knowledge about scientific-research (theoretical and practical) work and teach them to independently apply this knowledge in completion of their graduate theses, or in their own research.

## Course Type

» Science Stream (Croatian Studies Profile) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Use the basic terminology of the methodology of scientific work
2. Develop the ability to write in scientific style
3. Analyze, search and use different bibliographic sources
4. Develop the ability for critical evaluation and argumentation
5. Present the draft of their research
6. Apply the learned lessons in their own research, especially in completion of their graduate theses within the study of Croatian culture

## General Competencies

The students will acquire basic factual knowledge related to scientific-research work in general and in particular the basic knowledge required to complete a high-quality graduate thesis in the field of social sciences and humanities. The students will learn the basic terminology of the methodology of scientific work, develop the ability to write in scientific style, be able to independently analyze, search and use different bibliographic sources, develop the ability for critical evaluation and argumentation, be able to present the draft of their research, primarily in the completion of their graduate thesis within the study of Croatian culture.

## Grading

Students are required to attend classes regularly, do homework, participate actively in the course and discuss specific topics.

## Week by Week Schedule

1. Scientific research - an introduction to the course
2. Styles of the Croatian standard language - scientific style
3. Scientific style - what is acceptable in the scientific style
4. Clear and concise expression - recognizing a good and bad style
5. Scientific research - procedures
6. Scientific research plan
7. Bibliographical sources - search
8. Bibliographical sources - analysis
9. Bibliographical sources - use in one's own work
10. Types of scientific methods - description
11. Types of scientific methods - application
12. Scientific text structure - analysis
13. Types of scientific texts - analysis
14. Scientific text draft
15. Devising the thesis draft

## Literature



Fowler, R. H., J. E. Aaron (2007). *The Little, Brown Handbook*, New York



Gačić, Milica (2012). *Pisanje znanstvenih i stručnih radova*, Školska knjiga, Zagreb



Oraić Tolić, Dubravka (2011). *Akademsko pismo*, Naklada Ljevak

# Introduction to Sociolinguistics

118579



## Lecturers in Charge



Izv. prof. dr. sc.  
Danijel Labaš



V. pred. dr. sc.  
Lucija Miškulin  
Saletović

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

## Course Description

The course provides an introduction to sociolinguistics, i.e. to the study of why we speak the way we do, and the social factors that influence our linguistic decisions. Key issues of the complex interaction between language and society are explored, including register, genres, styles, code-switching, diglossia, bilingualism, language and power, language and identity, communication across cultures, language change, language policy and planning, all of which are unified by the common denominator called language variability and diversity. Considerable attention is devoted to the ways in which spoken and written language may be interpreted depending on the context and expectations of the participants.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe diverse factors of linguistic micro-choices (social stratification, gender and age), as well as of macro-choices (boundaries, background, functional restrictions)
2. Discuss a wide range of factors relevant to language issues in cross-cultural and intercultural communication
3. Illustrate various aspects of language change over time and explain possible reasons
4. Explain the interplay between both language and power, and language and identity
5. Examine language policies in a particular country or area (of students choice), including goals, measures, implementation, monitoring and actual or probable outcomes
6. Analyze the sociolinguistic situation in a particular country or area (of students choice) by applying the key sociolinguistic concepts

## General Competencies

Students will be able to: - describe and critically evaluate various types of interaction between the society and the language - evaluate the social context of the language use



## Grading

Regular attendance and active participation 15%; independent assignments 20%; presentation 20%; written exam 25%; oral exam 20%.

## Week by Week Schedule

1. Key notions in sociolinguistics
2. Register, genres and styles
3. Code-switching, diglossia and bilingualism
4. Culture, communication and interaction
5. Politeness, indirectness, naming and addressing across cultures
6. Communication across cultures
7. How and why languages change
8. Language and globalization
9. World Englishes
10. Language and identity
11. Language and power
12. Language policy and planning (LPP)
13. Sociolinguistic situation in Croatia
14. Student presentations on selected topics
15. Review and evaluation of work in the course

## Literature



Bowe, Heather & Martin, Kylie (2007). *Communication Across Cultures*, Cambridge University Press, Cambridge



Coulmas, Florian (2008). *Sociolinguistics: The Study of Speaker's Choice*, Cambridge University Press, Cambridge

# Introduction to the Science of Culture: Croatian Culture as Part of National and European Identity

57137



## Lecturer in Charge



Prof. dr. sc.  
Jadranka  
Gvozdanović

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The course deals with the definition of culture from various perspectives, the notion of identity, ethnicity and medial cultural tradition. The focus is on the historical continuity of the Croatian culture in the atmosphere of regional cultures, its participation in the European cultural circles, and the preservation of cultural heritage in addition to the integration of foreign influences. The aim is to present the science of culture in relation to European discourses on culture, provide overview of the historical development of the Croatian culture as an expression of the culture of the region, and to consider important cultural circles in which the Croatian culture has participated, starting from the Mediterranean cultural circle, over the long-term influence of the Central European cultures, all the way to the Western influences with interruptions in the twentieth century.

## Course Type

» Science Stream (Croatian Studies Profile) (kro-dipl (4422): elective courses 1, 2nd semester (science stream), 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the Croatian culture in the present and the past in relation to its European roots and processes of integration with other cultures.
2. Define the concept of cultural identity and the ability to apply it to different forms of cultural expression.
3. Summarize the insights about the culture and introduce them to a wider audience.
4. Explain the integration of Croatian culture in the Mediterranean and Central European cultural flows.

## General Competencies

Students will be able to identify and define the systems for evaluation of the expressive forms of Croatian culture and cultural contacts. They will be able to explain the features of the cultural tradition and European determinants of the Croatian culture. They will be taught how to define cultural concepts and methods and to apply the acquired knowledge in their consideration of Croatian cultural past and its European integration.

## Grading

Class effort, quality of essays and presentations, knowledge demonstrated in the oral exam are considered in the final grade.

## Week by Week Schedule

1. Historical overview of the development of culture in our area from the beginning before the arrival of the Slavs and the early Croatian culture built on the remains of antique period and Celtic cultures,
2. Middle Ages at the border between the Franks and Byzantium,
3. The role of Venice, northern Croatia,
4. Religious culture, the culture of cities, building styles and architecture,
5. Triliterate and trilingual cultural heritage,
6. The Mediterranean and later Central European culture in Croatia,
7. The influence of the Croatian culture in the Central and Western Europe
8. Development of the concept of Croatian identity
9. The relationship of identity and language,
10. Contacts in the new era,
11. Turks and Franciscans in Bosnia,
12. The contribution of religious orders to the development of culture,
13. The awakening of national consciousness in the Croatian culture of the 19th century,
14. Language and cultural complex in the twentieth century, modern and European integrations,
15. Culture of communism, contemporary culture.

## Literature



J. Horvat (2006). Kultura Hrvata kroz 1000 godina (odabrani dijelovi), Zagreb



I. Supičić (urednik) (1997). Hrvatska i Europa sv. 1. (odabrani dijelovi), AGM Zagreb



E. Hercigonja (urednik) (2000). Hrvatska i Europa sv. 2 (odabrani dijelovi), AGM Zagreb



I. Golub (urednik) (2003). Hrvatska i Europa sv. 3 (odabrani dijelovi), AGM zagreb



J. Bratulić (red) (2009). Hrvatska i Europa sv. 4 (opcionalno, odabrani dijelovi), AGM Zagreb

# Issues in Utilitarianism [Ethics]

117081

## Lecturer in Charge



Izv. prof. dr. sc.  
Tomislav  
Bracanović

ECTS Credits	5.0
English Level	L3
E-learning Level	L1
Study Hours	30

## Course Description

The purpose of the course is to introduce students to a series of standard issues in utilitarian ethics. Topics to be dealt with in the course are: (1) Rawls' early defense of utilitarianism by distinguishing justifying a practice and justifying a particular action falling under that practice, (2) Brandt's argument for rule-utilitarianism, (3) Smart's criticism of rule-utilitarianism and defense of act-utilitarianism, (4) Hare's idea of two-level utilitarianism, (5) de Lazari-Radek's and Singer's revival of (originally Sidgwick's) idea of "esoteric utilitarianism", (6) McCloskey's "justice", (7) Williams's "integrity", "alienation" and "negative responsibility", and (8) Wolf's "moral saints" objections to utilitarianism.

## Course Type

- » Science Stream (Philosophy Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Classify the most influential versions of the 20th century utilitarianism and their respective proponents
2. Analyze the variety of utilitarian accounts of practices like promise keeping and punishment
3. Explain the tension between act-utilitarianism and rule-utilitarianism, as well as the distinction between intuitive and critical levels of moral thinking
4. Illustrate the relevance of human integrity and personal relationship for debates on utilitarianism
5. Evaluate basic criticisms aimed at particular utilitarian theories, as well as utilitarian defenses against them

## General Competencies

After completing the course, students will be able to: (1) distinguish utilitarian approach from other classical approaches to moral problems and issues; (2) apply utilitarian tools of moral reasoning to a number of real life dilemmas; (3) identify the assumptions which utilitarian theory shares with specific theories within other philosophical disciplines (e.g. political philosophy, applied ethics and metaethics); (4) incorporate specifically utilitarian model of reasoning into the general philosophical capability of critical thinking.

## Grading

On the basis of (a) regular attendance and active participation in discussions, (b) oral presentation grade and (c) grades of three tests with short essay questions.

## Week by Week Schedule

1. Introductory Lecture (1)
2. Introductory Lecture (2)
3. Seminar: Rawls: Two concepts of rules
4. Seminar: Brandt: Toward a credible form of utilitarianism
5. Seminar: McCloskey: A non-utilitarian approach to punishment
6. Test
7. Seminar: Smart: Act-utilitarianism and rule-utilitarianism / The place of rules in act-utilitarianism / Utilitarianism and justice
8. Seminar: Williams: Negative responsibility: and two examples / Two kinds of a remoter effect / Integrity
9. Seminar: Wolf: Moral Saints
10. Test
11. Seminar: Hare: Moral conflicts
12. Seminar: Hare: The archangel and the prole
13. Seminar: de Lazari-Radek and Singer: Secrecy in consequentialism: a defence of esoteric morality
14. Concluding discussion
15. Test

## Literature



S. Darwall (ed.) (2003).  
Consequentialism,  
Blackwell: Oxford



M. D. Bayles (ed.) (1968).  
Contemporary  
Utilitarianism, Anchor  
Books: Garden City, New  
York



Hare, R. M. (1981). Moral  
Thinking: Its Levels,  
Method, and Point, Oxford  
University Press: Oxford



J. J. C. Smart and B.  
Williams (1973).  
Utilitarianism: For and  
Against, Cambridge  
University Press:  
Cambridge)

# Journalism as a Profession: Practicum

57212

## Lecturer in Charge



Izv. prof. dr. sc.  
Nada Zgrabljic  
Rotar

ECTS Credits	4.0
English Level	L2
E-learning Level	L1
Study Hours	60

## Course Description

Enable the students to navigate the environment of a newspaper office and for writing a significant number of journalistic genres

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (media, 1st semester, 1st year)
- » Communication Sciences (Study) (media, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, distinguish and use advanced journalistic genres;
2. Identify an event independently, propose and formulate a topic in the media;
3. Use journalistic professional skills in a responsible, professional and ethical manner;
4. Define, identify and apply different ways and forms of reporting for newspapers, radio and television;
5. Utilize and explain the basics of the editing of texts, columns and the media themselves;
6. Define, be familiar with and respect newspaper office deadlines;

## General Competencies

Define, describe and evaluate contemporary journalistic profession;  
Apply, classify and distinguish professional terminology; Expertly and professionally apply the acquired practical knowledge in journalism; Apply oral and written communication skills and presentation skills in the Croatian language; Demonstrate accountability, professional ethics, autonomy and initiative in work;

## Grading

100% practical work

## Week by Week Schedule

1. Introduction to the goals and subject of the course,
2. Writing journalistic news pieces,
3. Writing journalistic reports,
4. Journalistic text features,
5. Deadlines in journalism, exercise,
6. Journalist newsroom
7. Reportage as the queen of journalism
8. Field work
9. Subjective journalistic forms,
10. Press conference,
11. Radio reporting,
12. Television story,
13. Differences in reporting for newspapers, radio and television.
14. Photography in journalism.
15. Final exercise

## Literature



Bobić, D. (1987), Što s događajem: o umijeću novinskog obavještanja, Zagreb: Informativna odcijena, odabrane stranice



Malović, S.(2005), Osnove novinarstva, Zagreb: Golden marketing - Tehnička knjiga, odabrane stranice



Sheridan Burns, L. (2009), Razumjeti novinarstvo, Zagreb: Medijska istraživanja, odabrane stranice



Mihovilović, Maroje (2007) Profesionalni novinar. Zagreb: Profil international, Visoka novinarska škola , odabrane stranice



ŠKARIĆ, Ivo, Argumentacija, Nakladni zavod Globus, Zagreb 2011., odabrane stranice

# Kajkavian Literary Heritage.

57146



## Lecturer in Charge



Prof. dr. sc.  
Alojz Jembrih

ECTS Credits	5.0
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English Level	L1
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant  
Prof. dr. sc. Alojz Jembrih

## Course Description

Introduce the students to: the beginnings and the development of the Kajkavian language from the earliest beginnings to the 19th century, with written texts in Kajkavian from the 16th century, printed Kajkavian works of the 16th - 19th century, with the commitment of individual members of the Jesuit, Pauline and Franciscan order to the creation of Kajkavian literary works, with the printing activity in Nedelišće, Varaždin and Zagreb, and other printing houses outside Croatia which produced Kajkavian printed books, with the Kajkavian epic poetry of the 18th and 19th century and Kajkavian literature for children of the 18th century.

## Course Type

- » Science Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)
- » Science Stream (Croatian Studies Profile) (elective courses 2, 4th semester, 2nd year)
- » Science Stream (Croatian Studies Profile) (kro-dipl (4422): elective courses 1, 2nd semester (science stream), 2nd semester, 1st year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Recognize the socio-political context of the development of the Kajkavian language and literature over the centuries (16th - 19th),
2. Explain the value of the Kajkavian dialect as the primary literary and communicative medium in the time of regional fragmentation of the Croatian lands,
3. Present the general contribution of the Kajkavian literature and linguistics to the entire Croatian corpus from the 16th to the 19th century,
4. Indicate the characteristics of the Baroque and Enlightenment Kajkavian literature,
5. Analyze and critically formulate the attitude towards the contribution of the Croatian nobility of the time to the Kajkavian literature,
6. Compare the literary achievements with other regional literatures in Croatia in the period from the 16th until the 19th century



## General Competencies

Students will gain knowledge about: shaping kaikavian language in the context of South Slavic languages, get familiar with Kaikavian literature from 16th - 19th century, get familiar with Latin script, which was written aforementioned literature, get familiar with kaikavian literary works in the context of classification on content and purpose, introduce handwritten kaikavian songbooks from 16 - 19 century, familiar Kaikavian literature of the Baroque and Enlightenment, with religious and secular content, familiar works kaikavian lexicography, familiar kaikavian grammar and spelling, familiar dialect kaikavian contemporary literary production of the 20th and 21st century. By writing seminar work students will learn about the original kaikavian works and acquire the ability to read and interpret it.

## Grading

Class activity 20%, seminar assignment 30%, exam 50%.

## Week by Week Schedule

1. The foundation of the Zagreb Diocese
2. Geographical territory and the development of the Kaikavian tradition compared to other South Slavic languages
3. The traces of Kaikavian linguistic features in the Latin charters of the Hungarian kings in the 13th century
4. Kaikavian-linguistic interferences in the Glagolitic manuscript codices of the 15th century
5. Manuscript Kaikavian monuments of the first half of the 16th century.
6. First printed Kaikavian books in Nedelišće i Varaždin
7. Kaikavian literary works of Ivan Pergošić and Antuna Vramec
8. Kaikavian literary-linguistic activity of the Jesuits and Paulines in the 17th and 16th century
9. The Baroque and Enlightenment Kaikavian Literature
10. Manuscript Kaikavian songbooks of the 17th and 18th century
11. Kaikavian lexicography and its authors of the 17th and 18th century
12. Kaikavian literature for children in the 18th and 19th century
13. Homiletic Kaikavian literature in the period from the 16th until 19th century
14. Kaikavian epic poems of the 18th and 19th century
15. Contemporary literary Kaikavian dialectal literature of the 20th and 21st century

## Literature



Olga Šojat, prir. (1977). Hrvatski kajkavski pisci, Pet stoljeća hrvatske književnosti, 15/I. II., Matica hrvatska, Zagreb



Zvonimir Bartolić (2003). Hrvatska tiskara u Nedelišću u doba Zrinskih, pogovor pretisku Pergovičeva Dekretuma (1574.), MH, Čakovec



Alojz Jembrih (1981). Život i djelo Antuna Vramca, Čakovec 1981., MH, Čakovec



Alojz Jembrih (1992). O Vramčevoj Kronici, pogovor pretisku Vramčeve Kronike (1578.), HAZU i KS, Zagreb-Varaždin



Joža Skok (1985). Moderno hrvatsko kajkavsko pjesništvo, Zrinski, Čakovec

# Kripke, Naming and Necessity (Philosophy of Language)

117077

## Lecturer in Charge



Doc. dr. sc.  
Tomislav Janović

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours  
15  
15

Teaching assistant  
Dušan Dožudić, dr. sc.

## Course Description

The goal of the course is to teach students what are the most important themes in Kripke's book *Naming and Necessity* (e.g. his criticism of descriptivism, his modal metaphysics and conception of possible worlds, his causal theory of reference and rigid designation, and his conception of natural kind and substance terms), to critically examine his arguments (e.g. his argument against the identity theory in philosophy of mind), and to connect his ideas to his other works (about speakers and semantic reference, about belief, and about fictional discourse), and to examine the secondary literature critical to Kripke, or developing further his ideas (such as John Searle and Gareth Evans).

## Course Type

- » Science Stream (Philosophy Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the basic points of one of the most important books in analytic tradition
2. Analyze Kripke's other works, as well as the literature inspired by Kripke
3. Evaluate Kripke's views and arguments
4. Relate Kripke's ideas with views of other authors

## General Competencies

After passing the exam, the students will be able to (1) connect discussions concerning Kripke's ideas with other things they have learned in epistemology, metaphysics, philosophy of language, and logic classes, (2) apply Kripke's distinctive way of arguing in their future courses, (3) use the things they have learned in this course in their future courses, most notably in Philosophy of Mind and Philosophy of Science.

## Grading

Oral report 20% of the final grade, seminar essay 30% of the final grade, oral exam 50% of the final grade.

## Week by Week Schedule

1. Introduction
2. The context and origins of Kripkes ideas in Naming and Necessity (I)
3. The context and origins of Kripkes ideas in Naming and Necessity (II)
4. Modal metaphysics and possible worlds
5. De re, de dicto and essential properties
6. Kripkes analysis of descriptivism
7. Kripkes refutation of descriptivism
8. Rigid designators
9. Causal theory of reference
10. Identity statements
11. Natural kind and substance terms
12. Kripkes belief puzzle
13. Speakers and semantic reference
14. Fictional discourse and the fiction ontology
15. The closing discussion

## Literature



Saul A. Kripke (1997).  
Imenovanje i nužnost,  
KruZak: Zagreb



Saul A. Kripke (2012).  
Philosophical Troubles:  
Collected Papers 1, Oxford:  
Oxford University Press



Davidson, M. (ur.) (2007).  
On Sense and Direct  
Reference: Readings in the  
Philosophy of Language,  
McGraw-Hill: Boston et al.

# Latin Paleography and Epigraphy

79218

## Lecturer in Charge



Prof. dr. sc.  
Franjo Šanjek

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	30
	15
	15

Teaching assistant  
Prof. dr. sc. Franjo Šanjek

## Course Description

The aim of the course is to familiarize students with the basic features of cultural and civilizational atmosphere of the Latin alphabet, with special reference to the Croatian ethnic and cultural space. Students will become familiar with over the letters that were used in the Croatian region of the early Middle Ages until the advent of printing (Beneventan minuscule, Carolingian minuscule, Gothic and humanities). Students will become familiar with the features of Croatian epigraphic heritage. By participating in lectures and study of archival and bookish-manuscript materials students will acquire useful scientific knowledge and trained for professional research account

## Course Type

- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Show the most important sources of Croatian medieval written in Latin
2. Describe the importance of the Latin letters in the knowledge and recognition of Croatian cultural identity
3. Explain the origin and development of each of the Latin letters
4. Show the development stages and characteristics of each letter in the Latin manuscripts dating
5. Analyze and transcribe manuscripts written Beneventan, Carolingian, Gothic and Humanistic
6. Produce a critical edition of previously unpublished medieval manuscripts
7. Analyze and interpret the epigraphic inscriptions

## General Competencies

After finishing the programme student will be able to:

1. tell what is the interpretation of history,
2. demonstrate the importance of interdisciplinary interpretations of historical events,
3. reconstruct historiographic tools in making conclusions of historical processes and events,
4. interpret a historical sources.

## Grading

Attending lectures and participate in class. Practice reading and transcribing medieval codices and documents primarily of Croatian cultural heritage. The visit and work in Zagreb Metropolitan Library and the Croatian State Archives.

At continue to evaluate the active participation and preparation for classes, graded midterm, essay, term paper. The final exam is oral.

Activity in class - 15%;

Exercises reading the manuscript - 15%;

Colloquium - 20%;

Written exam - 30%;

Oral exam - 20%.

## Week by Week Schedule

1. Introductory lecture. Latin palaeography: concept, goal, methods and overview of the development of Latin palaeography
2. Scribal materials (wood, metal, papyrus, parchment, silk and paper), scribal instruments (spike, reed pen) and forms manuscript sheets of wood, waxed tile (diptych, triptych), rotulus or roll, codex / book The origin and historical development of Latin letters: the historical development of the Latin alphabet from its beginnings to the advent of printing (6th century BC. Christians. Era to the 15th century)
3. Letter and codes in the centers of the Roman and late antique culture (1st-8th century) bookmarking (elegant) and cursive capital: characteristics letters, abbreviations and criteria for dating Uncials and halfuncials (semiuncials): characteristics, use, development and elements for dating, ornaments and miniatures
4. Workshop transcribed Split Gospels (7th / 8th century). Cursive minuscule (general characteristics italic alphabet, ligatures, development and usage time) and letters medieval abbey: Merovingian Letters (France), prekarolinška minuscule (France, Germany, Switzerland), island-letter (British Isles and Ireland), Visigothic letter (Spain)
5. The system abbreviation: nomina sacra, notes iuris, abréviation signs. Beneventan minuscule: Monte Casino, southern Italian and Dalmatian Beneventan form letters, abbreviations and ligatures as elements for dating
6. Exercises: the most known Beneventan codes of Croatian cultural environment 1 (Liturgy of the Hours of Čika nun, Trogir Gospels, Vekenega Gospels) Exercises: the most Beneventan codes Croatian cultural milieu 2 (chartulary St. Mary and St. Grisogono, Historia Salonitana Tom Archdeacon Split)
7. Beneventan adornment manuscripts: Byzantine, a casino monte western influence. Scripting reconstruction at the time of Charlemagne: shaping literary and cursive Carolingian minuscule, scriptoria, punctuation, musical signs and criteria for dating
8. Workshop: The Carolingian miniatures (school Trier, Metz, Tours, Corbie, Fulda, St. Gallen, Reichenau, Regensburg, Sallisbury, Catalonia). Exercise: Analysis of manuscripts written Carolingian minuscule (Supetar chartulary)

9. Exercises: independent interpretation of documents imperial, papal office and Croatian rulers. Letters university centers: Gothic abstract and cursive minuscule: the origin and development, general characteristics and typology (Italian Office Gothic minuscule, the French called "Bastard", etc.)
10. Analysis of manuscripts written by scholarly Gothic minuscule. Exercise: Analysis of manuscripts written by office Gothic
11. Workshop: independent analysis and interpretation of works of Nicholas Modrus Navicula Petri Gothic miniatures: Italian (Bologna, Florence and the Lombard school), French, Flemish, English, German and Central European
12. Letter and Codes (manuscripts) at the time of humanism (15th century): forms and basic characteristics of the humanistic minuscule. Exercise: Analysis of manuscripts written by Humanistic 1
13. Exercise: Analysis of manuscripts written by Humanistic 2. Workshop: Miniature and its adornment of manuscripts humanistic period: schools in Florence and Ferrari, France, Germany and other European countries miniatures Latin letters
14. Issuance of manuscript material (critical edition of peer issuing the dump-in extracto in summary form - in regesta). Introduction to epigraphy and its importance for Croatian cultural space
15. Exercises: epigraphic material early Middle Ages 1. Exercises: epigraphic material early Middle Ages 2

## Literature



J. Stipišić (1985). Pomoćne povijesne znanosti u teoriji i praksi, Zagreb, Školska knjiga

# Latin Paleography and Epigraphy

86899



## Lecturer in Charge



Prof. dr. sc.  
Franjo Šanjek

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	30
	15
	15

Teaching assistant  
Doc. dr. sc. Branka Grbavac

## Course Description

The aim of the course is to familiarize students with the basic features of cultural context of the Latin script, with special attention on Croatian ethnic and cultural area. During the year students will become familiar with the most important Latin script which were used in the Croatian region in the period from the Early Middle Ages to the advent of printing (Beneventan script, Carolingian minuscule, Gothic minuscule and Humanist minuscule). Also the students will become familiar with the Croatian epigraphic sources. By participating in lectures and study of archival materials and medieval manuscripts the students will acquire useful knowledge and be trained for their scholarly research.

## Course Type

» Croatian Latinity (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List the most important Croatian medieval sources written in Latin language
2. Describe the importance of the Latin script as a tool for detecting and defining Croatian cultural identity
3. Explain origin and development of particular variants of the Latin script
4. Apply acquired knowledge about the stages of development and characteristics of particular variants of the Latin script for dating of manuscripts
5. Analyze and transcribe manuscripts written in Beneventan script, Carolingian minuscule, Gothic script and Humanist minuscule
6. Prepare a critical edition of a hitherto unpublished medieval manuscripts
7. Analyze and interpret the epigraphic monuments

## General Competencies

Interpret Latin epigraphic sources according to its content and from the point of view of philology.

Transcribe Latin manuscripts.

Prepare Latin manuscript for publishing.



## Grading

Attending lectures and participate in class. Practice of reading and transcribing medieval codices and documents primarily of Croatian cultural heritage. Visit and work in Metropolitan Library in Zagreb and the Croatian State Archives. At continue to evaluate the active participation and preparation for classes, graded midterm, essay, term paper. The final exam is oral. Activity in class - 15% Exercises reading the manuscript - 15% Colloquium - 20% Written exam - 20% Oral exam - 30%

## Week by Week Schedule

1. Introductory lecture. Latin paleography: term, aim, method and overview of the development of Latin paleography
2. Scribal materials (wood, metal, papyrus, parchment, silk and paper), scribal instruments (spike, reed, pen) and variant forms of manuscript : sheets of wood, waxed tile (diptych, triptych), rotulus or roll, codex / book. The origin and historical development of the Latin script: the historical development of the Latin script from its beginnings to the advent of printing (6th BC-15th century)
3. Latin script and codices in the centers of the Roman and Late Antiquity culture (1st-8th century) elegant capitals and Latin cursive: main characteristics of the script, abbreviations and criteria for dating. Uncial and semiuncial script: main characteristics, use, development and elements for dating, ornaments and miniatures
4. Workshop: Transcription of *Evangelium Spalatense*. Roman cursive (main characteristic of alphabet, ligature, the development and period of its use) and medieval scripts: Merovingian scripts (France) Pre-Caroline (France, Germany, Switzerland), Insular script (Great Britain, Ireland), Visigothic script (Spain)
5. The system of abbreviation: *nomina sacra*, *notae iuris* and variant abbreviation signs. Beneventan script: Monte Cassino, South Italian and Dalmatian types of the Beneventan script, abbreviations and ligatures as an element for dating
6. Exercise: The most important codices written in Beneventan script of Croatian cultural heritage 1 ( *Book of Hours of the Abbess Čika*, *Evangelium Traguriense*, *Evangelium Vekenegae*). Exercise: The most important codices written in Beneventan script of Croatian cultural heritage 2 (*Cartularies of the Convents of St. Mary and St. Chrysogonus in Zadar*, *Archdeacon Thomas of Split*, *History of the Bishops of Salona and Split*)
7. Illumination of the Beneventan manuscripts: Byzantine, Occidental influence. Scribal revival in the period of the Emperor Charlemagne: creation of Carolingian minuscule, types of letters, the main scriptoria centers and criteria for dating
8. Workshop: Illumination of Carolingian manuscripts (schools: Trier, Metz, Corbie, Fulda, Sankt Gallen, Reichenau, Regensburg, Sallisbury, Catalonia). Exercise: Analysis of the manuscript written in Carolingian minuscule ( *Sumpetar cartulary*)
9. Exercise: Analysis of charters issued by Imperial, Papal and Croatian royal chancellery. Scripts of university centers: Gothic minuscule (*textualis*, *cursiva*): origins and development, forms of Gothic minuscule, national forms (*bastarda*, *rotunda*, *fraktur* ...)
10. Exercise: Analysis of manuscripts written in Gothic minuscule *textualis*. Exercise: Analysis of manuscripts written in Gothic minuscule *cursiva*
11. Workshop: Analysis and interpretation of the manuscript *Navicula Petri* written by Nicholas of Modruš. Gothic miniatures: Italian (Bologna, Florence, Lombardy), French, Flamish, English, German

12. Latin script and manuscripts in the period of Humanism (15. century): main characteristics and types. Exercise: Analysis of the manuscripts written in Humanist minuscule 1
13. Exercise: Analysis of the manuscripts written in Humanist minuscule 2. Workshop: Illumination of the manuscript written in Humanist minuscule - schools: Italian (Florence, Ferrara), German and other European centers.
14. Publishing manuscripts (critical edition (in extenso), partial publishing (in extracto) and publishing as summaries (in regesto). Introduction in Epigraphy and its importance for Croatian cultural environment
15. Exercise: Epigraphic sources for the Early Middle Ages 1. Exercise: Epigraphic sources for the Early Middle Ages 2

## Literature



Franjo Šanjek (2004).  
Latinska paleografija i  
diplomatika, Sveučilište u  
Zagrebu, Hrvatski studiji



Jakov Stipišić (1991).  
Pomoćne povijesne znanosti  
u teoriji i praksi, Školska  
knjiga (2. dopunjeno)



Bernhard Bischoff (1990).  
Latin Palaeography:  
Antiquity and the Middle  
Ages, Cambridge  
University Press



Vedrana Delonga (1996).  
Latinski epigrafički  
spomenici u  
ranosrednjovjekovnoj  
Hrvatskoj, Muzej hrvatskih  
arheoloških spomenika,  
Split



Robert Matijašić (2002).  
Uvod u latinsku epigrafiju,  
Sveučilište u Puli,  
Filozofski fakultet

# Law and Justice in Medieval Croatia

96411

## Lecturer in Charge



Doc. dr. sc.  
Tomislav Popić

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

The aim of the course is to familiarize students with the development of law and legal science and with activities of the courts in the Middle Ages. The examples will be drawn from the literature, as well as original sources from medieval Dalmatian cities. Generally, medieval cities go through various political, economic and cultural ups and downs, which ultimately leaves a mark on developing certain mechanisms of satisfying justice in everyday urban life. Students are expected to master the ways of critical thinking and approach to literature and historical sources.

## Course Type

- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define main problems of social and legal history of the Middle Ages
2. Describe main stages in development of law and legal science in the Middle Ages
3. Explain cause and effect relations between legal theory and judicial practice
4. Compare similar historical processes from other medieval European cities
5. Analyze historical sources critically
6. Relate acquired knowledge and skills to other themes from Croatian medieval history

## General Competencies

After successfully graduating student will be able to:

1. define historical processes typical for certain historical period;
2. explain cause and effect relations of historical events and processes
3. demonstrate the importance of interdisciplinary interpretations of historical events
4. interpret a historical sources
5. appraise the value of historiographic interpretations

## Grading

Seminar 20%, practice on sources 20%, oral exam 60%

## Week by Week Schedule

1. Introduction - student obligations, literature, exams
2. Development of communes on the eastern Adriatic
3. Development of law in early middle ages - Corpus iuris civilis, customs and customary law, disappearance of Roman law
4. Development of law in later middle ages - revival of Roman law, legal sciences and universities, Canon law, ius commune
5. Settlement of conflicts in the middle ages - courts, revenge, mediation, arbitration
6. Sources for research of law and judicial practices in the middle ages
7. Normative sources - customs, collections of customary law, codification of law, urban statutes, capitularies
8. Notariate and chapters - notary's social role, characteristics of notary and chapter documents, examples
9. Organization of courts in medieval cities, their jurisdictions and officials
10. Criminal courts - example of Dubrovnik
11. Trade and maritime courts - example of Zadar
12. Civil courts - example of Zadar
13. Consilia and appeals - between professionalization and political reality
14. Visit to the State archives in Zadar or Archive of Croatian Academy of Sciences and Arts in Zagreb
15. Recap

## Literature



Peter STEIN, Rimsko pravo i Europa, Zagreb 2007., str. 42-84



Raoul Charles van CAENEGEM, An Historical Introduction to Private Law, Cambridge 1992., str. 16-114



Manlio BELLOMO, The Common Legal Past of Europe 1000-1800, Washington 1995., str. 34-54



Simon ROBERTS, The Study of Dispute: Anthropological Perspectives, u: John BOSSY (ur.), Disputes and Settlements: Law and Human Relations in the West, Cambridge 1983., str. 1-24.



Nella LONZA, Tužba, osveta, nagodba: modeli reagiranja na zločin u srednjovjekovnom Dubrovniku, Anali Zavoda za povijesne znanosti HAZU u Dubrovniku 40 (2003), str. 57-104.

# Legal Basis and Pedagogical Documentation

53900



## Lecturer in Charge



Prof. dr. sc.  
Marko Pranjic

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Rona Bušljeta, dr. sc.

## Course Description

The objective of the course is to make students capable of implementing legal regulations in the field of education in elementary and secondary schools, interpreting the origins and purpose of these regulations, and keeping pedagogical documentation.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (required course, 1st semester, 1st year)
- » Teaching Stream (Croatian Studies Profile) (required course, 1st semester, 1st year)
- » Teaching Stream (History Profile) (required course, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (required course, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (required course, 1st semester, 1st year)
- » Psychology (Study) (elective (teaching module), 1st semester, 1st year)
- » Psychology (Study) (elective (teaching module), 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Name the basic regulations in the field of education in primary and secondary schools
2. Identify the importance of legal regulations for the realization of educational objectives and the principles of education in primary and secondary schools
3. Distinguish temporal and space organization of work in school
4. Interpret national educational standards
5. Plan adequate forms of work with students with special educational needs
6. Design a lesson plan
7. Use pedagogical documentation and records
8. Evaluate the work of students
9. Describe the school management system and the rights of students and parents
10. Explain the supervision of a school institution.

## General Competencies

Upon the completion of the teacher education programme, the student is capable of:

Distinguishing between legal regulations, decisions, provisions...of the Republic of Croatia connected with the teaching profession

Use the said documents necessary for the teaching profession

Interpret based on the said documents the rights and obligations of the employees of educational institutions

Recommend the criteria for evaluation in the teaching process.

## Grading

Homework assignments, feedback information from students regarding the course content and its realization, written exam.

## Week by Week Schedule

1. Introductory class; explaining to students their obligations during the course (participation in classes, homeworks, continuous assessment exams) and providing an overview of exam and other relevant literature.
2. Basic regulations in the field of education in primary and secondary schools, and their hierarchy in the sense of legal enforcement and the procedure of passing them.
3. Educational objectives and principles in primary and secondary schools
4. The national curriculum, teaching plans and programmes, and teaching forms.
5. Schoolwork organization: temporal and spatial aspects; the library; cooperation of schools; house rules; transportation; nutrition; safety and health protection of students.
6. Students with special educational needs.
7. Rights and duties of students: the protection of the rights of students, the council of students. The rights and duties of parents.
8. Monitoring and grading student accomplishments.
9. Pedagogical measures.
10. Starting and terminating work in a school institution. Professional training, development, advancement and issuing licences.
11. supervising the work of a school institution.
12. Pedagogical documentation and records.
13. Managing a school institution.
14. Educational inspection
15. Rights and obligations of trainees. Professional examination.

## Literature



Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi



Zakon o osnovnom školstvu



Zakon o srednjem školstvu



Pravilnik o načinu praćenja i ocjenjivanja rada učenika u osnovnoj i srednjoj školi



Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje

# Lexicology and Lexicography of the Croatian Language

57131



## Lecturer in Charge



Prof. dr. sc.  
Branka Tafra

ECTS Credits	5.0
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English Level	L1
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E-learning Level	L1
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Study Hours	30
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Lecturer  
Petra Košutar, dr. sc.

## Course Description

The main objective of this course is to give the students a thorough description of general and Croatian lexis in one place and to process the majority of issues related to the notion of lexical units. By confronting different theories, students will be encouraged to independently consider universals through semantic relations between lexical units: which is one, and which is two (relation between polysemy and homonymy); what is the same and what is different (relation between synonymy and paronymy); what is a possibility, and what is realization (relationship between paradigmatic and syntagmatic). In addition to gaining theoretical knowledge and be given a historical overview of the development of the Croatian lexis, the students will, through interactive classes, enrich their vocabulary, be able to observe lexical errors in public communication, properly use lexical units and thereby develop the ability of naming concepts in Croatian words. During the semester, the students will be able to apply the knowledge acquired through classes and constant reading of lexicological works and deal with smaller assignments, and check what they have learned through lexicographic examples.

## Course Type

» Croatian Studies (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply and master the lexicological and lexicographic terminology
2. Distinguish between linguistic units
3. Distinguish linguistic levels and understand the concept of a lexical unit
4. Identify and analyze interlexeme and intralexeme semantic relations
5. Analyze and observe universal relations and discuss abstract concepts
6. Apply theoretical knowledge on specific examples
7. Discover the world of science by cognition of language universals.

## General Competencies

Master the lexical level and integrate the conversance of all language levels.



## Grading

Max number of points: compulsory attendance 80% = 10, both tests passed = 40, written exam = 20, oral examination = 20, activity in class = 10, a total of 100 points. Grades on tests and final exam: 51-63 = 2, 64-75 = 3, 76-87 = 4, 88-100 = 5.

## Week by Week Schedule

1. Distinguishing language levels, what is a word, lexical unit as a language sign, lexical meaning, lexical meaning analysis methods
2. What is lexicology, the history of lexicological research
3. Lexicon, types of lexical relations
4. Interlexeme semantic relations, a. paradigmatic lexical relations, a) content (hyponymy, synonymy, antonymy): hyponymy
5. Synonymy
6. Antonymy
7. Antonymy; workshop / test
8. Content and expressive (homonymy, paronymy): paronymy
9. Homonymy
10. Syntagmatic lexical relations: collocations
11. Intralexeme semantic relations: polysemy
12. Workshop / test
13. Lexicon development, the layering of lexis
14. Peripheral disciplines (phraseology, onomastics, etymology)
15. Croatian lexicography, basic concepts

## Literature



Bilo koja knjiga o leksikologiji na bilo kojem jeziku. Mogući izbor: Ladislav Zgusta: Priručnik leksikografije (preveo D. Šipka), Sarajevo 1991. (original: Manual of Lexicography, The Hague 1971), str. 27-332.



J. Filipec; F. Čermák Česká lexikologie, Prag 1985.



Leonhard Lipka (2002). English Lexicology, Tübingen



Rajna Dragičević (2007). Leksikologija srpskog jezika, Beograd



Danko Šipka (1998). Osnovi leksikologije i srodnih disciplina, str. 9-163., Novi Sad

# Literature and Culture of Croats in the Diaspora

57133



## Lecturer in Charge



Izv. prof. dr. sc.  
Sanja Vulić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Sanja Vulić

## Course Description

Introduction to the Croatian language groups outside Croatia. Students will learn about Croatian idioms in Austria, Slovakia, Hungary, Rumania, Italia, Serbia, Montenegro and a sociolect of the Janjevci Croats in Bulgaria. After acquiring theoretical and analytical framework, students will locate these idioms in the frameworks of Croatian dialectology. Based on the example of certain idioms which have been disappearing, the phenomenon of the language death is being introduced.

## Course Type

» Science Stream (Croatian Studies Profile) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define certain Croatian language communities in the Diaspora.
2. Describe the location from which they emigrated and the time of emigration
3. Describe which Croatian variants, dialects and subdialects are spoken in the Diaspora
4. Analyze the phonology of certain language groups.
5. Analyze the morphological system of certain language groups.
6. Analyze the lexis of certain language groups
7. Interpret different language influences.

## General Competencies

After the course is finished, students will be able to independently analyze dialect samples in the Diaspora, which contributes to their cognitive ability of better understanding of language situation in the Diaspora and the sociolinguistic aspect of language groups in the Diaspora.

## Grading

Final exam - 100 %.

## Week by Week Schedule

1. Basic concepts: the Diaspora, autochthonous communities (migration, autonomous, emigration), basic groups
2. Idioms of Croats in Italia
3. Idioms and language in literary works of Croats in Austria
4. Idioms and language in literary works of Croats in Slovakia and Moravia.
5. Idioms of Croats in western Hungary
6. Language in literary works of Croats in western Hungary
7. Idioms of Pomurje-Croats and Podravina-Croats in Hungary
8. Language in literary works of Pomurje-Croats and Podravina-Croats in Hungary
9. Idiom of Hajmaš in Hungary
10. Idioms of the Slavonian dialect in Hungary and Vojvodina
11. Neo-Shtokavian idioms of Croats in Hungary and Vojvodina
12. Idioms of Croats in the Bay of Kotor
13. Idioms of the Janjevci Croats in Kosovo and Bulgaria
14. Idioms of Croats in Rumania
15. Croatian language on other continents

## Literature



Neweklowsky, G. (2010) Jezik Gradišćanskih Hrvatov. Trajštof: Znanstveni institut Gradišćanskih Hrvatov.



Piccoli, A (1996) Govor moliških Hrvata. Tjedan moliških Hrvata. Zagreb: Hrvatska matica iseljenika (str. 29-32)



Vulić, S (2006) O govorima Hrvata u Mađarskoj, Klasje naših ravni, XI/9-10, Subotica (str. 63-67)



Vulić, S (2009) Vitezovi hrvatskoga jezika u Bačkoj. Subotica: NIU Hrvatska riječ - Matica hrvatska Ogranak Subotica



Vulić, S (2011) Hrvata iz Gornje Lastve, Spomenica 600. obljetnice crkve Male Gospe u Gornjoj Lastvi (1410.-2010.). Split: Naklada Bošković (str. 113-138)

# Literature and Culture of the Croats in the Diaspora

57134



## Lecturer in Charge



Prof. dr. sc.  
Alojz Jembrih

ECTS Credits	5.0
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English Level	L1
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant

Prof. dr. sc. Alojz Jembrih

## Course Description

Introduce the students to the literature and culture of Croats in the so called Old Diaspora – the European border countries in which the descendants of Croatian immigrants still live as national minorities: Austria, Hungary, Slovakia, Rumania, Serbia, Montenegro, Italia as well as immigrants in the USA, Canada, Chile, Australia, Argentina

## Course Type

» Science Stream (Croatian Studies Profile) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the reasons of Croatian emigration across the Europe from the 15th to the 17th century.
2. Recognize the cultural, literary and language factors according to which Croats in the Diaspora adapt to the culture and literature of their parent nation in the Republic of Croatia.
3. They will show the identification factors through culture, religion, literature and language of Croats in the Diaspora.
4. They will analyze the valuable positive attitude towards culture and literature of Croatian minorities in the domicile country.
5. They will show with their seminar paper and will gain the skill in finding primary and secondary literature on Croats in the Diaspora.

## General Competencies

Introduce the students to the history of Croatian diaspora in Europe or the overseas countries. Introduce them to the reasons of Croatian emigration in the 15th, 16th and the 17th century. Show the cultural and national identity of Croatian minorities in the European border countries: Austria, Slovakia, Hungary, Italia, Rumania, Serbia, Montenegro. Introduce them to the reasons of the emigration to the overseas countries. Introduce them to the main factors which influenced the conservation of the Croatian culture and the Croatian language of Croats in the Diaspora.

## Grading

At the beginning of the semester the incoming students' competencies will be tested and they will receive the instructions about the possible lack of knowledge on the subject being thought. The examination of the subject and writing the seminar paper. At the end of the semester, the subject and the professor who teaches it will be evaluated. Professors will use the information for self-evaluation and possible reconstruction of teaching, work methods and student evaluation. The examination and writing the seminar paper.

## Week by Week Schedule

1. The socio political context in Europe and the Croatian countries in the 15th and the 17th century.
2. The reasons of Croatian emigration from the Croatian countries in the 15th, 16th and the 17th century.
3. Southern and northern emigration direction of Croats in Europe
4. The Molise Croats: origins, culture and language
5. The Croatian nobility as an important factor in the Croatian emigration to: the western Kingdom of Hungary and Moravia
6. The life of Croats in the new environment of the Habsburg region in the 16th and the 17th century.
7. The attitude of the domicile population towards Croatian immigrants in the western Kingdom of Hungary
8. Croatian literary and language monument of Croats in the western Kingdom of Hungary in the 16th century.
9. The first book printed in Latin alphabet and intended for Croats in the western Kingdom of Hungary.
10. The literature of Croats in the western Kingdom in the 17th and the 18th century.
11. The guardians of the Croatian language and caretakers of literature of Croats in the western Kingdom of Hungary from the 17th to the 19th century.
12. Destiny of Croats in the western Kingdom of Hungary after the First World War.
13. Croats in other European border countries after that war.
14. Croats and their culture in the overseas countries.
15. Publicist and literary activity of Croats in the so called emigrational epoch.

## Literature



Mate Ujević (1934).  
Gradišćanski Hrvati, Zagreb,  
Hrvatsko književno društvo  
sv. Jeronima



Ivan Kampuš, ur. (1995).  
Povijest i kultura  
gradišćanskih Hrvata,  
Globus, Zagreb



Nikola Benčić (1998).  
Književnost gradišćanskih  
Hrvata od 16. stoljeća do  
1921.; i od 1921. do danas,  
Sekcija DHK i Hrvatskoga  
Centra P.E.N-a za  
Proučavanje Književnosti u  
Hrvatskom Iseljeništvu



Dragutin Pavličević (1994).  
Moravski Hrvati, Hrvatska  
sveučilišna naklada, Zagreb



Alojz Jembrih (1997). Na  
izvori  
gradišćansko-hrvatskoga  
jezika i književnosti,  
Znanstveni Inst.  
Gradišćanskih Hrvatov

# Literature for Youth

61939

## Lecturer in Charge



Doc. dr. sc.  
Dubravka Zima

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Dubravka Zima

## Course Description

To qualify students to work with the texts of children's literature which are included in the Croatian language teaching programme for higher grades of primary school.

## Course Type

- » Teaching Stream (Croatian Studies Profile) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the functions of children's literature in the educational process;
2. Analyze and articulate differentiating categories in the relationship between the children's literary system and the system that is not children's;
3. Identify the strategies of production and shaping of meaning in the context of children's literature;
4. Apply the knowledge of basic concepts of the theory of children's literature in the teaching of children's literature in primary education (types of children's literature, ways of adapting genres to children's literature, the basic history of the Croatian children's literature);
5. Analyze, interpret and methodically process the assigned literary samples in the teaching that concerns the required reading in upper grades of primary education;
6. Select and interpret additional literary samples in the teaching that concerns required reading in the upper grades of primary education;
7. Explain and recommend optional literary reading to pupils in primary education.

## General Competencies

Apply the knowledge and learnt methodical patterns in the teaching of the Croatian language in higher grades of primary education. Apply teaching methods in primary school teaching. Distinguish between the teaching content and teaching methods.

## Grading

Active participation in class - 20%; required reading within deadlines - 20%; seminar paper - 20%; preliminary exams / written exam / research / collaborative work - 20%. A student may either choose to pass the written final exam or complete preliminary tests which include a research and collaborative work. Oral exam - 20%.

## Week by Week Schedule

1. Practical guidelines for the study of children's literature. Introduction to the study of children's literature. Concepts of children's literature and youth literature. The image of a child and the image of children's literature. Historical (non) permanence of images.
2. Children's literature as a literary system: connections with other literary and non-literary systems. Child / childhood: a cultural view. Children and adolescent literature as a pedagogical activity? Production of meaning. Children's literature and stereotypes: supervision of the communication system. Ways to approach children's literature: intrinsic and extrinsic.
3. Children's literature: the issues. Children's literature as a literary system: connections with other literary and non-literary systems. Children and adolescent literature as a pedagogical activity? Production of meaning. Children's literature and stereotypes: supervision of the communication system. The notion of implicit reader. Texts: David Rudd: *Theorizing and theories. How does children's literature exist?* U: Peter Hunt (ur.) *Understanding children's literature. Key essays from the second edition of The International Companion Encyclopedia of Children's Literature.* Keywords for children's literature. Texts: Peter Hunt: *Children's literature.* Karen Sánchez-Eppler: *Childhood.* Jacqueline Reid-Walsh: *Girlhood.* Eric L. Tribunella: *Boyhood.* Lee A. Talley: *Young Adult.* Berislav Majhut: "Pustolov, siročić i dječja družba". Chapters: *Pojam implicitnog čitatelja u dječjoj književnosti. Razlikovanje dječjeg implicitnog čitatelja od odraslog implicitnog čitatelja [Boyhood.* Lee A. Talley: *Young Adult.* Berislav Majhut: "Pustolov, siročić i dječja družba". Chapters: *The notion of implicit reader in children's literature. Distinguishing children's implicit reader from adult implicit reader.*
4. Picture book. Texts: Štefka Batinić and Berislav Majhut: "Od slikovnjaka do Vragobe". *Hrvatske slikovnice do 1945;* Perry Nodelman: *Decoding the images: How picture books work.*
5. Children's poetry
6. Children's novel. Adventure story / novel, the orphan narrative, a group of children (boy gang?).
7. Fairy tale.
8. Fantastic story. Adolescent literature.
9. Work on the text: Daniel Defoe: "Robinson Crusoe".
10. Work on the text: Ivana Brlić-Mažuranić: "Čudnovate zgode šegrta Hlapića".
11. Work on the text: Ivana Brlić-Mažuranić: "Priče iz davnine".
12. Work on the text: C. S. Lewis: "Lav, vještica i ormar".
13. Work on the text: Ivan Kušan: "Koko i duhovi".
14. Work on the text: Silvija Šesto-Stipaničić: "Debela".
15. Course evaluation. Preliminary exam.



## Literature



Jonathan Culler (2001).  
Književna teorija. Vrlo  
kratak uvod, AGM, Zagreb



Andre Jolles (2000).  
Jednostavni oblici. Poglavlje  
Bajka, Matica hrvatska,  
Zagreb



Berislav Majhut (2005).  
Pustolov, siročić i dječja  
družba. Hrvatski dječji  
roman do 1945., ZZOK,  
Zagreb



Marijana Hameršak (2011).  
Pričalice. O povijesti  
djetinjstva i bajke,  
Algoritam, Zagreb



Štefka Batinić, Berislav  
Majhut (2001). Od  
slikovnjaka do Vragobe,  
HŠM, Zagreb

# Lyric Poetry in Croatian Latinity

86904



## Lecturer in Charge



Doc. dr. sc.  
Šime Demo

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	30

Teaching assistant  
Teo Radić, Lekt.

## Course Description

Getting acquainted with the most prominent authors and works of the Croatian lyric poetry of Latin expression and creating rounded picture of this extremely rich part of Croatian Latinism. Training for a comprehensive work on the original texts (literary and stylistic analysis, detecting the basic characteristics of the lyric genre as a whole and of the certain lyric subgenres; detecting formal and substantive impact of ancient and modern poetry).

## Course Type

- » Teaching stream (Croatian Latinity Profile) (elective courses, 2nd semester, 1st year)
- » Teaching stream (Croatian Latinity Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List the distinctive features of the lyric text in relation to the text of other literary genres at different periods.
2. List the main representatives of the Croatian lyric poetry in Latin and place them in chronological, geographical and cultural context.
3. Identify the lyrical work of Croatian Latinism with which students hadn't been acquainted during the course.
4. Explain the relationship of the individual lyric poem or poetry collections with literary conventions of the genre and literary and social context in which it was made.

## General Competencies

List the main representatives of the Croatian lyric poetry in Latin and place them in chronological, geographical and cultural context.

Explain the relationship of the individual lyric poem or poetry collections with literary conventions of the genre and literary and social context in which it was made.

## Grading

During the course active participation, preparedness and presentation of the seminar topic is evaluated, while in written and oral examination is evaluated theoretical knowledge and ability of practical application of that knowledge (reading, translation and interpretation of the set of fragments of the mandatory reading texts).

## Week by Week Schedule

1. Ivan Česmički
2. Ivan Česmički
3. Juraj Šižgorić
4. Juraj Šižgorić
5. Marko Marulić
6. Marko Marulić
7. Ilija Crijević
8. Ilija Crijević
9. Ludovik Paskalić
10. Ludovik Paskalić
11. Rajmund Kunić
12. Rajmund Kunić
13. Matija Petar Katančić
14. Matija Petar Katančić
15. Ton Smerdel

## Literature



Izbor od cca 2500 latinskih stihova iz djela Ivana Česmičkoga, Jurja Šižgorića, Marka Marulića, Ilije Crijevića, Ludovika Paskalića, Rajmunda Kunića, Matije Petra Katančića i Tona Smerdela (tekstovi se dijele kao skripta)



Novaković, Darko (1999). Hrvatska novolatinska književnost od 15. do 17. stoljeća, Introduzione allo studio della lingua, letteratura e cultura croata, ur. F. Ferluga Petronio, str. 165-176.



Knezović, Pavao (1999). Hrvatski latinisti 18. i 19. stoljeća, Introduzione allo studio della lingua, letteratura e cultura croata, ur. F. Ferluga Petronio, str. 178-189.



Novaković, Darko; Tomasović, Mirko (1994). Latinsko pjesništvo hrvatskoga humanizma; Marko Marulić – Hrvatski latinisti, str. 53-119.



Gortan, Veljko; Vratović, Vladimir (1969). Hrvatski latinisti, sv. I i II, Pet stoljeća hrvatske književnosti, knj. 2 i 3.

# Mass Communication and Journalism in the Contemporary World

57213



## Lecturer in Charge



Doc. dr. sc.  
Jelena Jurišić

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Ifigenija Račić

## Course Description

To introduce students to the development of a theoretical study of mass communication and journalism from modernism to the present, with movements, schools and theories that have been aroused and become the foundation of contemporary media theory as well as those to be used, according to experts, to establish mass communication and media activity in 21st century.

## Course Type

- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (media, 2nd semester, 1st year)
- » Communication Sciences (Study) (media, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Reproduce, itemize and explain processed theory.
2. Apply, use and be acquainted with technical terminology
3. Explain and understand the interdisciplinary nature of the communications and explain processed theories in the context of other science under whose influence emerged.
4. Analyze critically and explain processed theory, their significance for journalism and mass communication.
5. Argue and rationally defend your own attitude about analyzed theme.
6. Demonstrate the ability to understand and process of academic and non-academic texts and reproduce their basic meaning and content.
7. Reproduce and present with arguments critical essay on a book that you read.

## General Competencies

Define, describe and explain the basic theory of mass communication and journalism incurred in the period under review. Apply, classify and distinguish professional terminology. Identify and provide reasoned interpretation of interdisciplinary nature of the study of mass communication and journalism, connecting the individual segments of their characteristics with the corresponding segments of the history and characteristics of the social sciences and humanities as well as various aspects of social development. In written and oral arguments clearly show and analyse complex academic and non-academic contents.

## Grading

100% exam.

## Week by Week Schedule

1. Introduction to the subject, modernism
2. Doctrine of Marshall McLuhan
3. Structuralism
4. Deconstructionism
5. Normative theory of the media
6. Theories of responsibility and integrity, the economic theory of media
7. Media monopoly and concentration of ownership
8. Concepts of public and commercial broadcasting
9. Futuristic media theory: post-industrial society
10. Emotional art - mosaic of culture
11. Technotronic society
12. Theory of the third wave
13. Information society
14. "Networked society"
15. Practical application of theoretical knowledge

## Literature



McQuail, Denis (2010).  
McQuail's Mass  
Communication Theory,  
6th ed. (odabrane stranice),  
SAGE Publications, London



Kunczik, M., Zipfel, A.  
(2006). Uvod u znanost o  
medijima i komunikologiju  
(odabrane stranice), Zaklada  
Friedrich Ebert, Zagreb



Manuel Castells (2000).  
Informacijsko doba:  
Ekonomija, društvo i  
kultura - sv.1., Uspon  
umreženog društva, Golden  
marketing, Zagreb



Manuel Castells (2003).  
Informacijsko doba:  
Ekonomija, društvo i  
kultura - Kraj tisućljeća, sv.  
3., Golden marketing,  
Zagreb



Ben H. Bagdikian (2004).  
The New Media monopoly  
(odabrane stranice), Beacon  
Press, Boston

# Mass Communication: Cultural Aspects

63567



## Lecturer in Charge



Izv. prof. dr. sc.  
Nada Zgrabljić  
Rotar

ECTS Credits	5.0
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English Level	L2
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant

Izv. prof. dr. sc. Nada  
Zgrabljić Rotar

## Course Description

The aim of the course is to familiarize students with the role of the media in the culture of the society, with cultural values of media content and industry of culture as a phenomenon of contemporary consumption. It also aims to facilitate the adoption of terminology and theoretical and analytical framework for analyzing media writing or research in cultural phenomena and media.

## Course Type

» Communication Sciences (Study) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Compare different theoretical approaches and critical role of the media in culture
2. Differentiate terminology and methodological research practice of cultural aspects of mass communication.
3. Distinguish between different cultural media genres
4. Classify and explain various cultural trends and their impact on mass communication and media content

## General Competencies

Apply, classify and distinguish the professional terminology related to the content of the study course; identify and interpret arguments for interdisciplinary nature of communicology, linking individual segments of the peculiarities of communicology, mass communications with various aspects of social development; consider and assess the legitimacy of various theoretical and practical suggestions, taking into account the specificities of the various areas of life and work environment; coordinate discussions and provide explanatory comments on a number of issues, primarily communicational nature, but of cultural nature as well.

## Grading

100% exam.

## Week by Week Schedule

1. Cultural and theoretical approach to media.
2. Pop-culture
3. Media entertainment industry
4. Symbols, opinions and habits of media cultural production
5. Globalisation of cultural media discourse
6. Cultural imperialism
7. Media and contemporary identity
8. Culture of consumerism
9. Hybridisation of mass culture
10. Media and traditional culture
11. Media and elite culture
12. Formats of culture
13. Public media and culture
14. Big Brother and reality show culture
15. Celebrity culture

## Literature



Zgrabljic Rotar, Nada (ur.) (2010). Digitalno doba. Masovni mediji i digitalna kultura, Sveučilište u Zadru



Kellner, Douglas (2004). Medijska kultura (Media Culture), Beograd: Clio



McNair, Brian (2004). Striptiz kultura: Seks, mediji i demokratizacija žudnje, Jesenski i Turk



Turković, Hrvoje (2008). Narav Televizije, Meandar



Baudrillard, Jean (2001). Simulacija i zbilja, Jesenski i Turk

# Mass Communication: Political Aspects

57211



## Lecturers in Charge



Izv. prof. dr. sc.  
Blanka Jergović



mr. sc.  
Ivo Lovrić

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

## Course Description

Mass communication has given character to human society since its beginning, and its forms have evolved in parallel with social and technological development and had impact on the character of political relations. The information society is characterized by a pronounced influence of the media on social life, and the emergence of new media is again changing the forms of communication and strongly influences the methods of politics.

The aim of the course is to enable students to gain insight into the latest developments in the political aspects of mass communication, and the role of communication in the political process. The course will contain an introduction to the structure of the political process, the history of political ideas and public phenomenon as a framework for communication and legitimacy based on political decisions. The course should enable students to acquire knowledge and adoption of appropriate methods of research.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (media, 1st semester, 1st year)
- » Communication Sciences (Study) (media, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, classify and distinguish between political communication and political aspects of mass communication;
2. Define, explain and be familiar with the relationship between politics and the media;
3. Explain and understand the development of mass communication, with an emphasis on the political aspects of mass communication;
4. Define, explain and recognize the role of media in a democracy;
5. Define, identify and use a variety of political approaches to media content;
6. Define and explain the use of political and democratic values in the work of the media.



## General Competencies

Define, describe and evaluate the political aspects of mass communication, the history of their development and the central problems;  
Apply, classify and differentiate professional terminology;  
Coordinate discussions and provide explanatory comments on a number of issues, primarily of communicational nature, but also of a political nature;  
Conceptually clearly present information and different political views and critically assess the credibility of statements, assumptions and arguments mediated through a variety of media;  
Identify and use arguments to interpret interdisciplinary nature of communications, linking parts of the history and characteristics of mass communication with the corresponding segments of the history and characteristics of the social sciences, particularly political science, and political aspects of social development.

## Grading

A prerequisite for the successful completion of the course is regular and active participation.

During the semester, students should submit a paper on a given topic, write an essay on the same topic, participate in two colloquia and show initiative during the discussion.

## Week by Week Schedule

1. The fundamental issues of politics: Plato, Aristotle, Cicero
2. Christianity and Politics: St. Augustine, Thomas Aquinas, Thomas Morus
3. Machiavelli and politics as the art of the possible
4. Early modern political concepts: Hobbes, Locke, Rousseau, Mill
5. Cognitive processes and policies: F. Hegel and Kant
6. Marxism and the fate of social visions
7. The structure of the political process
8. Politics as a vocation: M. Weber
9. Colloquium
10. Language and politics
11. New media, social networks and politics
12. Globalization and integration processes in the world
13. Journalists as political actors
14. Journalists as political actors
15. Colloquium

## Literature



McNair, Brian (2003). Uvod u političku komunikaciju, Zagreb, Fakultet političkih znanosti



Axford, B. / Rosamond, B. / Turner, J. / Huggins, R. / Browning, Gary K. (2002). Uvod u politologiju, Zagreb, Politička kultura



Labaš, Danijel (2009). Međuljudska komunikacija, novi mediji i etika, u: Labaš, D., Novi mediji - nove tehnologije - novi moral, Zagreb, Hrvatski studiji



Lovrić, Ivo (2009). Javnost i politička komunikacija u uvjetima novih medija, u: Labaš, D., Novi mediji - nove tehnologije - novi moral, Zagreb, Hrvatski studiji



Šišak, Marinko (2009). Javnost i novi mediji, u: Labaš, D., Novi mediji - nove tehnologije - novi moral, Zagreb, Hrvatski studiji

# Mass Communication Research Methodology

57208

## Lecturer in Charge



Doc. dr. sc.  
Ivan Burić

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	15
	15

## Course Description

At the beginning of graduate studies, the task of this course is to show the different possibilities and methods of scientific research of media to facilitate the students to decide what subject to choose for their research as well as subject of the MA thesis. As preparation for independent and responsible scientific research in the field of media research, the course will introduce students (both in theoretical and practical terms) to methodological approaches to mass communication research in the fields of communications as a science, the press, radio, television, new media, ethics, media language, media history, public relations and advertising.

## Course Type

» Communication Sciences (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Compose a scientific project and critically read a procurable literature.
2. Indicate the research problems, hypotheses, variables and methods which will lead to results.
3. Plan the course of scientific research and prevent larger errors and omissions.
4. Recognize the nature of the media and communication fields of research, come up with ideas, and narrow her process.
5. Write a research paper.
6. Evaluate scientific papers in the field of communications critically
7. Develop ability to work in research teams.

## General Competencies

Apply, classify and distinguish the professional terminology in various fields of communications.

Identify, evaluate and use a variety of scientific research methods of social science, applied at communication studies.

Carry out scientific research in teamwork settings in the field of communications with the help of modern scientific research methods; writing papers in a clear and organized manner.

Interdisciplinary thinking and acknowledgement of various scientific methodologies and perspectives on specific issues and problems.

Demonstrate developed social skills, critical thinking and reasoning arguments.

## Grading

Three-fifths of grade is based on participation in discussions and work at seminars, and two-fifths on proceedings of a written and oral exam.

## Week by Week Schedule

1. L: Overview of historical research methodology in media research; S: Principles of working in groups, appointing groups;
2. L: The methodology used in humanities and social sciences S: Scientific research of communicology as a science;
3. L: Empirical research of mass communication; S: Scientific research of the print media;
4. L: What is a method; What is empiricism?; S: Scientific research of radio broadcast communication;
5. L: Measuring and counting; S: Scientific research of the television broadcasting;
6. L: The selection and representativeness of the data; S: Scientific research of new media;
7. L: Basic methods - questionnaires, interviews, content analysis, experiment; S: Scientific research of history of the media;
8. L: Computer data processing; S: Scientific research of public relations;
9. L: Checking the validity of data and results; S: Scientific research of media ethics;
10. L: Planning a scientific research project of the media; S: Scientific Research of commercial messages
11. L: Research paper (media research) as a product; S: The scientific study of the language in the media;
12. L: Definition and classification of research methodology of mass communication S: Presentation of results
13. L: Methods of gaining ideas / themes of scientific work in the field of media S: Presentation of results
14. L: The research problem, hypothesis, variables and evaluation of adaptation methods in the study of media S: Presentation of results
15. L: Theory as a good practice S: Presentation of results

## Literature



Mario PLENKOVIĆ (1993). Komunikologija masovnih medija, 211-234.



Arthur Asa Berger (2011). Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches, SAGE Publications



Heinz PÜRER (2003). Publizistik- und Kommunikationswissenschaft. Ein Handbuch, str. 521- 574., Konstanz



Hans-Bernd BROSIUS / Frederike KOSCHEL (2002). Methoden der empirischen Kommunikationsforschung. Eine Einführung., Wiesbaden



Miroslav VUJEVIĆ (2002). Uvođenje u znanstveni rad – u području društvenih znanosti, 6. dopunjeno izdanje, Školska knjiga, Zagreb

# Mass Communication: Sociological Aspects

64752

## Lecturer in Charge



Izv. prof. dr. sc.  
Danijel Labaš

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15
Teaching assistant	Lana Ciboci

## Course Description

The main objective of this course is to expand knowledge about the sociological aspects of mass communication.

The specific objective of the course is to deepen students' knowledge on Media activities and their impact on society. Analysis of specific issues that relate to culture, society and communication. Special reference to the sociology of culture and the four major theoretical and philosophical traditions in the study of communication and culture:

positivist functionalism, critical analysis of democracy, cultural studies and popular culture.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (mass communication research, 1st semester, 1st year)
- » Communication Sciences (Study) (mass communication research, 2nd semester, 1st year)
- » Communication Sciences (Study) (mass communication research, 3rd semester, 2nd year)
- » Communication Sciences (Study) (mass communication research, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze and compare sociological terms connected with media culture
2. Explain issues of relationship between culture, society and communication
3. Argue importance of familiarity with four major theoretical and philosophical traditions: positivist functionalism, critical analysis democracy, cultural studies and popular culture;
4. Describe and explain problems of cultural policy of mass media and problems of mass media and national development
5. Analyze and interpret issues related to the mass media and globalisation, with critical examination of mass communication

6. Produce a competent analysis of communication models from sociological aspects

## General Competencies

Define, describe and evaluate disciplines of sociological aspects of mass communication;

Apply, classify and distinguish the professional terminology;

Identify and interpret interdisciplinary nature of communicology, linking individual segments of the history and characteristics of the communications with the corresponding segments of the history and characteristics of the social sciences and humanities and different aspects of social development;

Analyze clearly and supported with relevant argument the complex academic and non-academic contents in written and oral form.

## Grading

10% attendance, 20% participation in discussions, 30% writing a student paper and presentation, 40% student papers, written papers

## Week by Week Schedule

1. Introductory course: introduction to the subject course, review of the literature and explanation of student's obligations.
2. Subject and methods of sociology of mass communications.
3. Stages of empirical research and theoretical regard of social communication.
4. Researches in communicology.
5. Models of social communications, typology and development of the model.
6. Relationships between the communicators and recipients.
7. Media organizations.
8. New media in mass culture.
9. Origins of sociology of mass communications.
10. Society and mass culture in American sociology.
11. Dialectic sociology of Frankfurt School.
12. Media content.
13. Sociology of mass media and public.
14. Effects of mass media on media users.
15. Structures, functions and styles of mass culture. Conclusions.

## Literature



McQUAIL, D., Mass Communication Theory: An Introduction, SAGE, London



McQUAIL, D. WINDAHL, S., Communication models for the study of mass communication, Longman, Singapore



LITTLEJOHN, S. W. FOSS, K. A., Theories of Human Communication, Toronto



TROWLER, P., Komunikacija i mediji, u: HARALAMBOS, M.; HOLBORN, M., Sociologija. Teme i perspektive, Zagreb, 2002, str. 935-965.

# Master Thesis

118526



## Course Description

Master thesis is integral, thorough and highly independent requirement by which student finishes his studies. Student has to demonstrate his ability in analyzing required research topic or problem in theoretical and practical sense and as researcher in the field or branch in which the scholarly programme is constituted. The aims of this course are: to learn students how to demonstrate his knowledge in researched topic, to show his ability to conduct an independent research, to apply his knowledge learned from secondary literature in scholarly and academic research, and to apply adequate methodology in his research.

ECTS Credits 20.0

English Level Lo

E-learning Level L1

Study Hours

## Course Type

» Croatian Latinity (Study) (required course, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze, gather and critically approach to scholarly literature
2. Choose master thesis
3. Write syllabus of his thesis
4. Plan the course of his scholarly research in default given framework
5. Define research problems, hypotheses and methods by which student will acquire relevant results
6. Write master thesis in extent of 9000 to 10000 words (50-60 pages)

## General Competencies

Apply, classify and distinguish adequate scholarly terminology in the the field or branch in which the scholarly programme is constituted.

Identify, evaluate and use various scholarly methodoligies of humanistic or social sciences, which are used in the the field or branch in which the scholarly programme is constituted.

Independently conduct researches in the the field or branch in which the scholarly programme is constituted by using adequate methods and to write scholarly thesis in clear and organized way.

Cogitate interdisciplinary and to appreciate various scientific methods and approaches to specific topics and questions in researched social and humanistic field.

Write master thesis in Croatian or one of world languages regarding scientific and ethical requirements and to defend it before three-part committee.

## Grading

50 % written master thesis; 50 % oral exam before three-part committee

## Week by Week Schedule

1. Discussion about topic and accepting the thesis, assuming the requirements.
2. Writing master thesis.



3. Writing master thesis.
4. Writing master thesis.
5. Writing master thesis.
6. Writing master thesis.
7. Writing master thesis.
8. Writing master thesis.
9. Writing master thesis.
10. Writing master thesis.
11. Writing master thesis.
12. Writing master thesis.
13. Writing master thesis.
14. Writing master thesis.
15. Writing master thesis.

## Literature



Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.

# Media and Bioethics

64815



## Lecturer in Charge



Izv. prof. dr. sc.  
Danijel Labaš

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Ana Volarić-Mršić, mr. sc.

## Course Description

The aim of this course is to offer the students an overview of the entire historical development and content of bioethical science, with an emphasis on the role of mediation of mass media in the conveying and shaping of public opinion regarding the most important bioethical issues.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Recognize in an event or news typical content for bioethics
2. Demonstrate a critical attitude towards the event or news (distinguishing concepts, ideological lines and legal and ethical implications associated with that event or news);
3. Write or interpret the news according to one's own (bio) ethical viewpoint, applying the ethical minimum of good journalistic practice, in relation to the issues that relate to the personal and civil rights
4. Identify wrong ideological interpretations of events that concern bioethics

## General Competencies

Define, describe and evaluate bioethics, its specific characteristics.

Apply, classify and distinguish professional terminology.

Identify, distinguish, evaluate and critically assess media effects and their impact on media audience and the society as a whole.

Rationally and in a well-argued manner defend one's own professional attitudes and insights.

In written and oral form clearly present and analyze complex academic and non-academic content.

## Grading

Lecture attendance, literature reading and participating in discussions with the professor and colleagues (25% of the final grade), seminar paper (25% of the final grade) and exam (50% of the final grade).

## Week by Week Schedule

1. Prior learning initial test
2. Introduction: the introduction of the term "bioethics" and the basic contemporary bioethical directions
3. Personalistic bioethics, utilitarian bioethics, principle method, critical review
4. Principles of personalistic bioethics
5. The relationship of man with technoscience
6. The main concepts and euphemisms used in bioethical debate
7. Case Studies - Analysis of current articles published in the Croatian media
8. Preliminary exam
9. Bioethical issues: health and disease, physical pain
10. Bioethical Issues: experimentation on humans and human embryo
11. An analysis of a relevant current article published in the media - critical discussion
12. Bioethical issues: the rights of patients, informed consent
13. Bioethical issues: abortion, euthanasia, palliative care, ecology - biodiversity
14. Analysis of a current scientific article and critical discussion involving pointing out major bioethical issues. Example of a PR communication based on a scientific news release. Critical analysis of a published PR communication from the media.
15. Concluding discussion on selected topics. Overview of the latest research related to the bioethical profile of the Croatian media. The role of media in the promotion of bioethical principles and bioethics as science.

## Literature



Aramini M. (2009). Uvod u bioetiku, Kršćanska sadašnjost



Volarić-Mršić A. (2002). Kultura života, odabrana poglavlja., Centar za bioetiku, Zagreb



Volarić-Mršić A., (2000). Status ljudskog embrija, odabrana poglavlja, Centar za bioetiku, Zagreb



Lucas Lucas R. (2007). Bioetika za svakoga, odabrana poglavlja, Verbum

# Media and National Security

57242



## Lecturer in Charge



Doc. dr. sc.  
Anita Perešin

ECTS Credits	5.0
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English Level	Lo
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Anita Perešin

## Course Description

Introducing the students to the fundamentals of national and international security and present the national security system of the Republic of Croatia. Present the importance, power and influence of the media in regard to the contemporary social changes, particularly in the area of security, and the role of the media, on the one hand, in the cooperation with the state apparatus in the fight against violence, and on the other, in the fight for the transparency of the security sector operations through the fight for the right of access to information and undertaking action to protect human rights in the circumstances where the security sector gains increased authority due to the emergence of new forms of violence and global terrorism.

## Course Type

» Communication Sciences (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Understand the way security sector operates
2. Understand the role of the media in the protection of national security
3. Recognize different models of media manipulation with the aim of provoke crisis situations
4. Differentiate the basis of having right to information and state obligation to protects classified information related to national security
5. Recognize models of human rights violations under the interests of national security protection

## General Competencies

- to apply the knowledge on media tools covering political and security tasks.
- to understand the scope and responsibilities of national security sector bodies;
- to understand and be able to analyze the media's role in crisis situation that could have a negative impact on national security;
- to recognize different models of media manipulation with the aim of causing threats and crisis;
- to be able to recognize different methods of media manipulation and publishing of articles that could cause reaction able to jeopardize national security;
- to be able to recognize models of human rights violations under the interests of national security protection.

## Grading

Class activity, participation in class discussions, analysis of current events, seminar paper quality and success in the preliminary exams and the final exam are taken into account during grading.

## Week by Week Schedule

1. National security – basic terms and definitions
2. Croatian national security system
3. International security
4. Institutions of international security
5. Modern security threats to national security
6. New security models
7. Human security vs. State security
8. Role, importance and the influence of mass media
9. Private and public mass media and national security
10. Transparency of security sector
11. Public vs. Secret
12. Mass media's role in countering violence;
13. Internet and modern security
14. Human rights, security and the mass media
15. Right to information vs. National security protection

## Literature



S. Tatalović, A. Grizold, V. Cvrtila: Suvremene sigurnosne politike, Golden marketing – Tehnička knjiga, Zagreb, 2008.



S. Tatalović: Nacionalna i međunarodna sigurnost, Politička kultura, Zagreb, 2006.



A. A. Collins: Suvremene sigurnosne studije, Politička kultura, Zagreb, 2010.

# Media Communications and Public Relations

96365

## Course Description

Ziel des Studienfaches ist es, den Studenten die Felder der Medienkommunikation und Öffentlichkeitsarbeit in Deutschland, Österreich und der Schweiz näherzubringen. Im Kurs werden diese öffentlichen Beziehungen sowohl unter einem gesellschaftlichen als auch einem organisationsbezogenen Gesichtspunkt (Makro und Mesoebene) analysiert.

Ein Schwerpunkt liegt dabei auf Akteuren aus dem Bereich Wirtschaft, insbesondere Medienwirtschaft und Unternehmenskommunikation. Kulturspezifische Verhaltensweisen im deutschsprachigen Raum werden dabei ebenso berücksichtigt.

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

## Course Type

» Communication Sciences (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Kenntnis über den Status und Besonderheiten der Medienlandschaft in Deutschland, Österreich und der Schweiz;
2. Erlernen der wichtigsten Begriffe der internen und externen Öffentlichkeitsarbeit sowie aus dem Bereich Medien, Journalismus und Kommunikation
3. Kenntnis über kulturspezifische Verhaltensweisen in den deutschsprachigen Ländern
4. Kenntnis über Arbeits- und Funktionsprozesse in der Unternehmenskommunikation
5. Abhaltung einer Präsentation in deutscher Sprache mit anschließender Diskussion aus dem Bereich der Öffentlichkeitsarbeit oder Medienwirtschaft;
6. Vorbereitung und Abhaltung einer Pressekonferenz

## Literature



Mast, Claudia (2008). Unternehmenskommunikation. Stuttgart, Lucius & Lucius, Lucius & Lucius



Meyn, Hermann (2004). Massenmedien in Deutschland. Konstanz, UVK Verlagsgesellschaft mbH



Szameitat, Dietrich (2003). Public Relations in Unternehmen. Ein Praxis-Leitfaden für die Öffentlichkeitsarbeit. München, Springer, München, Springer

# Media Education

57234



## Lecturer in Charge



Izv. prof. dr. sc.  
Danijel Labaš

ECTS Credits	3.0
English Level	L2
E-learning Level	L1
Study Hours	30

Lecturer  
Lana Ciboci

## Course Description

The course objective is to provide future teachers with scientific insights into and new scientific and critical ideas and discussions on media pedagogy and assist them in acquiring and adopting foundations for a media education from the view point of communications sciences so that the teachers are able to help their students in making critical decisions when it comes to traditional and new media (print, radio, film, television, video, internet) and apply them in their classes.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (media pedagogy or school pedagogy, 1st semester, 1st year)
- » Teaching Stream (Croatian Studies Profile) (media pedagogy or school pedagogy, 1st semester, 1st year)
- » Teaching Stream (History Profile) (media pedagogy or school pedagogy, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (media pedagogy or school pedagogy, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (media pedagogy or school pedagogy, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Differentiate the state of the media
2. Interpret the way of functioning and significance of the media,
3. Interpret the ways in which media influence children and the youth,
4. Analyze the significance of media literacy and pedagogy;
5. Use the media functionally and in a meaningful way,
6. Assess the educational content of various media (film, television, video, internet and others);
7. Assess the content of various media (film, television, video, internet and others);

8. Assess the content of various media (film, television, video, internet and others);
9. Argue why is it important to implement new media and new media technology in classes and extracurricular activities,

## General Competencies

After passing the "Media Pedagogy" course within the teacher education study, the students will be able to:

Interpret media content correctly,

Analyse various types of media content from a pedagogical, didactic, methodological and communicological standpoint,

Correctly interpret basic concepts of media pedagogy,

Scientifically assess various impostations of media pedagogy in various surroundings,

Present an awareness of the need for media pedagogy in the contemporary educational process.

## Grading

The knowledge of the students is monitored systematically and in stages via discussions at the lectures and the continuous assessment exams, as part of the researches of the course and the final exam. This way, three cognitive phases are covered: familiarisation with and awareness of relevant contents (new knowledge and discussions at lectures), research and learning (finding a subject and preparation for the continuous assessment exams), and the final exam (taking the exam in accordance with the obligatory literature and the lectures), psychology and correlation exercises in the teaching methodology course.

## Week by Week Schedule

1. Introductory lecture, interpretation of the objective and contents of the course and media pedagogy;
2. Theory of the media and information technology;
3. Social significance of media;
4. Theory of the media and information technology;
5. Social significance of media;
6. Media aesthetic, ethics and law;
7. Media and transformation of the students' experience;
8. Educational possibilities of mass communication;
9. Media and information technology in education and teaching;
10. Training for a critical reception of the contents of mass communication;
11. Educational value of the internet and the new media;
12. Educational possibilities of mass communication;
13. Media and information technology in education and teaching;
14. Mass media and their future role in education;
15. Media and information technology in education and teaching.



## Literature



Labaš, Danijel (2011). Djeca u svijetu interneta - zatočnici virtualnog svijeta. Pedagoški modeli i otvorena pitanja, 35-64, u: Ciboci, Lana; Kanižaj, Igor; Labaš, Danijel (2011) Djeca medija. Od marginalizacije do senzacije, Matica hrvatska, Zagreb



Reichmayr, Ingrid-Francisca (2011). U prilog medijskom obrazovanju, Media Online



Rivoltella, Pier Cesare (2002). Internet i odgoj. Analiza pedagoških modela i smjernice za razmišljanje, Kateheza, 24(2002)3, 265-280.



Uldrijan, Ivan (2011). Zašto odgajati za medije? Mediji kao odgojitelji u doba odgojne krize, u: Labaš, Danijel (ur.), Komunikacija i mediji u krizi, 173-192., Hrvatski studiji, Zagreb



Zgrabljčić Rotar, Nada (2007). Suvremeni koncept medijske pismenosti kao dio komunikacijskih znanosti, u Mataušić, Juraj Mirko (ur.), Komunikacijske znanosti. Znanstvene grane i nazivlje,, 72-85., Hrvatski studiji, Zagreb

# Media Effectiveness

57210

## Lecturer in Charge



Izv. prof. dr. sc.  
Nada Zgrabljić  
Rotar

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Nada  
Zgrabljić Rotar

## Course Description

The aim of the course is to familiarize the students with the long history of the idea of the media influence, as well as with the theoretical perspectives of the scientific research on the impact of the media. Furthermore, to contribute to fundamental knowledge on the effects of the media on the society and individuals through analysis of theoretical approaches and schools, as well as insight into the underlying trends and theories.

## Course Type

» Communication Sciences (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Use key scientific terminology for the study of the influence of the media.
2. Explain the complexity of the phenomenon of media influence.
3. Identify key patterns of media activity and media content.
4. Use the principles of methodological approach in empirical research of the impact of the media.

## General Competencies

Apply, classify and distinguish the professional terminology in various fields of communicology; Identify, distinguish, evaluate and critically assess media effects and their impact on the media audiences and society as a whole; Identify, evaluate and use a variety of scientific-research methods in the social sciences, which are applied in the field of communicology; Conceptually clearly present different information and perspectives, and critically assess the credibility of statements, assumptions and arguments mediated through a variety of media.

## Grading

100% exam.

## Week by Week Schedule

1. Media influences, definitions and conceptualization. (Handbook, page 13)
2. The history of the phenomenon of media influence. (Handbook 9-13, McQuail, 328 - 333)

3. Factors that determine media influence, individual responses to the media. Media literacy. (Potter, 129)
4. The media industry and media influence (Frankfurt School). (Kellner)
5. Technological determinism and media influence (Marshall McLuhan).
6. Cultivation analysis of media influence (George Gerbner). (Notebook)
7. Political impact of media, framing and agenda setting.
8. Influence of media on the socialization of the spiral of silence. (Kunczik)
9. Typology of media influence, levels and types (McQuail, 335, Typology). Potter, 147
10. Uses and gratification approach (Notebook 147)
11. Intentional and unintentional influence. Short-term and long-term effects of the media.
12. Types of influence - cognitive influence, influence on attitudes, emotional influence, physiological influence, influence on behavior. (Potter)
13. Violence in the media and hypotheses about the impact of violence. (Potter, 455, Zgrabljic)
14. Advertising and advertising impact. (Potter, 340)
15. Impacts of media presentation of physical appearance. (Kuhar, MI)

## Literature



Kunczik, M. i Zipfel, A. (2006). Uvod u znanost o medijima i komunikologiju, str. 156-240., Friedrich Ebert Stiftung



Potter, J. (2011). Medijska pismenost, str.123-167., Clio, Beograd



Kuhar, M. (2005). Medijske prezentacije tjelesnog izgleda i samopredodžba mladih, Medijska istraživanja, god.II, br.I., 97-113.



McQuail, D Mass Communication Theory. An Introduction, str. 325-372., 1994

# Media in Education

61961



## Lecturer in Charge



Izv. prof. dr. sc.  
Danijel Labaš

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Ivan Uldrijan, dipl.nov.

## Course Description

The course objective is to provide future teachers with an insight into scientific knowledge of the relation between children/the youth and the media, and demonstrate in a practical way how to teach using mass media in an educational setting.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Recognize the relation between children/the youth and the media.
2. Interpret the influence of the media on children and the youth.
3. Evaluate the importance of media literacy and media competence.
4. Assess the importance of media education within the educational process and of developing an awareness of the need for media education.
5. Recognize the functions of media in teaching.
6. Interpret the basics of journalism in order to be able to use media on a reflective and productive level.
7. Plan to use mass media as teaching aid in both class and extracurricular activities.
8. Apply theoretical principles in working with students.

## General Competencies

The students will be able to:

Interpret the fundamentals of media pedagogy, media didactics and the concrete use of media in teaching.

Plan the teaching process using mass media as a teaching aid and tool.

Organize the process of setting and achieving the objectives of using media in teaching.

Plan the performance of teaching with the use of mass media.

Create extracurricular activities related to the use of mass media (school journalists' section etc.)

## Grading

In all the stages that the students go through as part of this course, their knowledge is tested successively and according to the level of their competence. In the first stage, their motivation for the course is tested as well as previous knowledge and any concerns and questions that they have are discussed with the professor and other students. In the second stage, the students choose a certain research subject in the field of media and didactics that they research and present to the other students with a Power Point presentation, encouraging discussion with the other students on the subject. In the third stage, the students' systematic knowledge of the course content is tested with the final exam on the obligatory literature.

## Week by Week Schedule

1. Forms of media in teaching, educating a media pedagogue (the necessary competences and envisaged goals).
2. The role of media, media literacy and media education in the life of today's children and the youth.
3. Media education – from concepts to school practice.
4. Children and the media: from myths to empirical discoveries (the role of the media in the everyday life and development of children).
5. Youth and the media: from minors as a problem to the problem of the minors.
6. The use of media in teaching – media didactics.
7. From an event to news – the basics of journalism and possibilities of implementing it in teaching.
8. Continuous assessment exam
9. Teaching with audio and visual media (from radio to photography).
10. Teaching with audio-visual media (from film and video to television).
11. Teaching with television – critical viewers and education.
12. New media in education – from computers to the internet and e-learning.
13. Internet and education.
14. Teaching with newspapers: newspapers as a didactic aid, newspapers for children and the youth and school newspapers in didactics, newspapers in various school courses.
15. Continuous assessment exam

## Literature



Bognar, L., Matijević, M. (2005). Didaktika, Školska knjiga (izabrana poglavlja)



Ilišin, V., Marinović Bobinac, A., Radin, F. (2001). Djeca i mediji - Uloga medija u svakodnevnom životu djece, Državni zavod za zaštitu obitelji, materinstva i mladeži i Institut za društvena istraživanja



Nadrljanski, M., Nadrljanski, Đ., Bilić, M. (2007). Digitalni mediji u obrazovanju, Filozofski fakultet



Ciboci, L., Kanižaj, I., Labaš, D. (2011). Djeca medija - Od marginalizacije do senzacije, Matica hrvatska



Miliša, Z., Tolić, M., Vertovšek, N. (2009). Mediji i mladi - prevencija ovisnosti o medijskoj manipulaciji, Sveučilišna knjižara

# Media Management

57209



## Lecturer in Charge



Doc. dr. sc.  
Jelena Jurišić

ECTS Credits	5.0
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English Level	L2
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Jelena Jurišić

## Course Description

Introduce the students to the methods, principles and characteristics of media operations, laws and legal regulations which govern the economic activity of the mass media, as well as the market rules underlying their functioning. In lectures and seminars the students will learn of the conditions in which the media operate, the methods and characteristics of their operations, the issues which they face in this regard and their impact on the media and journalists.

## Course Type

» Communication Sciences (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define and explain media management;
2. List and explain the trends of media management in the world;
3. Describe and use methods of business management of various media;
4. List, describe and be familiar with the trends of media management in Croatia;
5. List, define and explain the consequences of bad media management;
6. Define and explain the media monopoly and its consequences;
7. Explain and apply the legal regulations concerning media operations in the EU and Croatia;

## General Competencies

Define, describe and evaluate media management and its central issues; apply, classify and distinguish professional terminology; recognize and produce a well-argued interpretation of the interdisciplinary nature of communicology, linking the specific aspects of the media management risk with the specific characteristics of the social sciences, especially economics and economic aspects of social development; professionally and expertly apply the acquired specialized theoretical and practical knowledge in practical work;

## Grading

50% exam, 50% seminar paper.

## Week by Week Schedule

1. Public media and the market;
2. Information market - concept, aspects, legal framework, structure, organization, transnational corporations, concentration of ownership;
3. Legal and economic basis of the information (media) business;
4. Characteristics and contemporary tendencies of media management in the world;
5. Media policy of the European Union - the impact on the economic operations of the media;
6. Information market in Croatia - legal regulations; financial capital on the Croatian information market;
7. Basics of newsroom-publishing marketing, market study, planning, etc.;
8. Marketing service;
9. Financial policy of newspaper offices - planning, budgeting, expense, revenue, circulation and sales of advertising space;
10. Financial policy of TV and radio stations;
11. Financial policy news agencies and Internet publications;
12. Newsroom management - staff, technical infrastructure, distribution (for TV and radio transmitters, the cost of a license to operate);
13. Business plan of a newsroom;
14. Managing newsroom staff;
15. Economic fundamentals of journalistic work.

## Literature



Alan B. Albarran (1996).  
Media Economics, Iowa  
State University Press,  
Ames



Blanka Jergović (2004).  
Odmjeravanje snaga, str.  
121-154., Izvori, Zagreb



Ben H. Bagdikian (2004).  
The New Media monopoly,  
Beacon Press, Boston



Ante Gavranović (2006).  
Medijska obratnica, Izvori,  
JETIC, Zagreb



Jeff Kaye, Stephen Quinn  
(2010). Founding Journalism  
in the Digital Age: Business  
Models, Strategies, Issues  
and Trends, Peter Lang,  
New York



# Media Training

57249

## Lecturer in Charge



Izv. prof. dr. sc.  
Nada Zgrabljic  
Rotar

ECTS Credits	4.0
English Level	L2
E-learning Level	L1
Study Hours	30

## Course Description

The aim of this course is to give students the basic knowledge and skills in verbal and nonverbal communication, familiarize them with the rules of the culture of reading and speech and provide encouragement for public appearances in the media.

## Course Type

- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (public relations: specialist working group 3., 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Self-critically assess their own oratorical skills and abilities
2. Evaluate and distinguish oratorical shortcomings and competences of their colleagues
3. Apply the new acquired knowledge from rhetoric to speech and posture
4. Show greater confidence in the public media appearance
5. Prepare and create public appearance
6. Demonstrate the ability to manage performance anxiety
7. Assess the overall value of quality public speech and public appearance
8. Assess the reasons for communication restrictions
9. Apply the skills and principles of interpretative reading

## General Competencies

Apply, classify and differentiate professional terminology.  
Expertly and professionally apply the acquired theoretical and practical knowledge in order to work in public relations.  
Apply the skills of oral and written communication and presentation skills.

## Grading

50% practical work, 50% exam.

## Week by Week Schedule

1. What is speech? Private and public speaking. Writing. Text. Language.
2. Fear of speech, logophobia; logophilia.
3. Acting, public speaking and stage fright.
4. Spoken genres (types of speech). Shaping methods and tools.
5. Self-presentation.
6. Presentation (subject, idea, process, institution)
7. Verbal and non-verbal messages.
8. Speech and time (social conventions).
9. Reading and speaking (types of reading).
10. Interpretative reading.
11. Debate.
12. Hate speech.
13. Speech at meetings - private and social time of speaking.
14. Speech disorders.
15. Affective speech and affectation.

## Literature



Gottessman, D.; M. Buzz (2006). Umijeće javnog nastupa - osvojite govornicu koristeći se glumačkim vještinama, Zagreb: Algoritam



Pease, Allan (2002). Govor tijela, Zagreb: Alinea



Škarić, Ivo (2000). Temeljni suvremenoga govorništva, Zagreb: Školska knjiga



Škarić, Ivo (1988). U potrazi za izgubljenim govorom, Zagreb: Školska knjiga

# Medieval Latin

57169



## Lecturer in Charge



Prof. dr. sc.  
Pavao Knezović

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

Teaching assistant  
Marko Jerković, dr. sc.

## Course Description

To acquaint students with the main characteristics of medieval latinity. To acquaint students with the main processes related to the development of medieval latin language. Acquiring skills in translating medieval latin sources: epigraphic; diplomatical; and narrative sources.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (elective courses, 1st semester, 1st year)
- » Teaching stream (Croatian Latinity Profile) (elective courses, 3rd semester, 2nd year)
- » Science Stream (History Profile) (archival and historical sciences, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe heterogeneity of latin medieval sources
2. Explain morphosyntax of classical and medieval latin language
3. Analyze linguistically medieval texts
4. Analyze medieval sources
5. Analyze i percieve differences in latin traditions of medieval period
6. Identify centres of latin creativity in the Middle Ages

## General Competencies

Students will be able to:

analyze latin text in linguistic manor and analyze its content;  
comment linguistically on medieval text;

Describe, differentiate and recognize the characteristics of latin language;

Interpret a historical sources;

demonstrate the importance of interdisciplinary interpretatons of historical events.

## Grading

Activity of students will be followed during the whole semester in the classes and through individual consultations. Exam: colloquium 25%; 25% written essay; 50 % written exam.

## Week by Week Schedule

1. Approaches to medieval latin language
2. Main characteristics of medieval latin language
3. Morfology and syntax
4. Lexical features
5. Latinity of epigraphic sources
6. Translation of epigraphic tekxt
7. Applied latin language
8. Features of latinity of diplomatical sources
9. Translation of diplomatical sources
10. Latin in literacy and in narrative texts
11. Translation of narrative historiographical text
12. Chronicles
13. Latinity of legal texts
14. Latin in medieval statutes
15. Latin in liturgy

## Literature



Hrvatski latinisti, knj. 1.,  
Zagreb, 1969.



Harrington, K. P., Medieval  
Latin, Chicago, 1997.



Mantello, F. A. C. Rigg, A.  
G. (ed.), Medieval Latin, An  
Introduction and  
Bibliographical Guide,  
Washington, 1999.



Novak, V. Skok, P.,  
Supetarski kartular (Iura  
Sancti Petri de Gumay),  
Zagreb, 1952., str. 233-294.



Perić, O., Jezični slojevi  
Trpimirove darovnice, Živa  
antika g. 34., sv. 1-2.,  
Skopje, 1984.

# Metaphysics 2

53880

## Lecturer in Charge



Izv. prof. dr. sc.  
Filip Grgić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

(1) To provide students with insight into some advanced topics in metaphysics, especially regarding the freedom of the will, determinism, causality and the laws of nature; (2) to teach them how to independently analyze metaphysical theories and how to set forth arguments and counterarguments; (3) to acquaint them with disputes over the appropriate method of metaphysical research, as well with the relationship between metaphysics and science; (4) to advance their understanding and usage of methods of philosophical research, including (a) methods founded on human intuitions, (b) methods founded on scientific results, and (c) methods founded on the critical analysis of texts.

## Course Type

» Philosophy (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define some crucial concepts like determinism, indeterminism, compatibilism, incompatibilism, freedom of the will, causality, law of nature etc.
2. Demonstrate relevant theories (e.g. compatibilism, libertarianism, determinism, possibilism, impossibilism etc.)
3. Recognize advantages and shortcomings of particular theories
4. Develop their own arguments and counterarguments both within and outside existing theories
5. Apply competences from other areas primarily from logics, philosophy of mind and ethics to metaphysical problems and vice versa

## General Competencies

Students will be able to: (1) understand the deeper connections between some basic metaphysical problems and problems of other philosophical disciplines, primarily of ethics, philosophy of mind and logics; (2) apply certain results of metaphysical considerations to other philosophical disciplines; (3) connect various topics from the history of philosophy with contemporary considerations; (4) develop critical thinking and the ability to summarize and explain difficult concepts and ideas.

## Grading

1. two short written assignments during the semester (both to be announced a week ahead) = 40% of the final grade; 2. a longer written assignment (min. 3000 words, i.e. around ten double-spaced pages); instructions and topics will be distributed during the first two weeks = 60% of the final grade. In order to pass the exam one needs to have at least 60% of the total grade. Grades will be formed as follows: 60-70 % = 2; 70-80 % = 3; 80-90 % = 4; 90-100 % = 5.

## Week by Week Schedule

1. Introduction
2. Fatalism 1: Aristotle, De interpretatione 9 and Diodorus Cronus
3. Fatalism 2: Lazy argument by Richard Taylor, theological fatalism
4. Determinism and indeterminism: defining the concepts
5. Arguments for incompatibilism: consequence argument and criticism thereof
6. Libertarianism 1: agent-libertarianism
7. Libertarianism 2: event-libertarianism
8. Test
9. Hard determinism
10. Compatibilism 1: Conditional analysis
11. Compatibilism 2: The principle of alternate possibilities
12. Compatibilism 3: Strawson
13. Test
14. Freedom of the will and contemporary science
15. Closing discussion

## Literature



Aristotel (1997). O tumačenju, KruZak, Zagreb



B. Berčić (2012). Filozofija. Svezak prvi, Ibis grafika, Zagreb



R. Kane (2005). A Contemporary Introduction to Free Will, Oxford University Press, Oxford

# Methods of Teaching Croatian

57254

## Lecturer in Charge



Izv. prof. dr. sc.  
Mario Grčević

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Božica Jelaković, prof.

## Course Description

The course objective is to acquaint students with teaching as a highly complex system of mediating knowledge and skills on three levels of teaching methodology: a) the level of teaching methodology that mediates the general theory of teaching, i.e. generally valid principles and procedures applied within various subjects and teaching situations as well as complex teacher-student-teaching environment communication relationships; b) subject specific methodology as a narrower specification of teaching procedures characteristic for a specific field or fields (e.g. humanities, social sciences), c) subject specific methodology fully concentrated on specific content and objectives of individual subjects/courses and adequate teaching procedures.

## Course Type

» Teaching Stream (Croatian Studies Profile) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify individual propositions of the theory of teaching;
2. Describe relevant elements of planning the teaching process;
3. Classify teaching forms, methods and aids;
4. Demonstrate direct planning of lessons;
5. Analyze the National curriculum framework
6. Choose teaching methods, forms, and aids with the student, objectives and learning outcomes in mind;
7. Differentiate the ways of organizing practice and repetition;
8. Define positive classroom atmosphere, good class management, and productive ways of establishing classroom discipline;
9. Identify the ways of evaluating and marking students.

## General Competencies

Teaching methodology mediated on all three levels contributes to a complete education of future teachers in relation to the ability of organizing, carrying out and evaluating the teaching activity by enabling students to:

- Describe theoretical postulates of subject specific teaching;
- Distinguish between various didactic, pedagogical and psychological theories;
- Compare different theories and postulates;
- Indicate individual premises of the theory of teaching;
- Identify the most important elements of planning the teaching process.

## Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.

## Week by Week Schedule

1. The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.
2. Defining the three levels of teaching methodology (general teaching, field specific and subject specific) i.e. the associated objectives, tasks, and content. Determining the importance of Teaching Methodology in the educational process.
3. Critical review of the proposed National curriculum framework for pre-school education and general compulsory and secondary education. Defining the notions of national and school curriculum, analysing the values, objectives, and principles set forth in the national curriculum framework. Special emphasis is put on the teaching topics on the borderline between subjects and on new subjects foreseen by the National curriculum, as well as on analysing the outcomes/achievements in the fields of social sciences and humanities.
4. Overview of basic school documentation that students will as future teachers deal with in schools. Special attention is paid to the operational teaching plan (school curriculum) as the basic document concerning teaching methodology. Analysing written preparation for teaching one unit.
5. Defining teaching methods, teaching forms, and teaching tools. Discussing various teaching methods classification criteria and overviewing basic teaching forms (frontal teaching, individual work, group work, pair work), as well as contemporary teaching tools. Analysing advantages and disadvantages of the discussed teaching methods, forms, and tools.
6. An overview of the lesson structure and methodological rules of structuring and carrying out lessons. Stressing the importance of planning. Indicating the basic steps of planning and the ways to compile written lesson plans.
7. Defining the notion of class management: what it represents, why it is important, and what the styles of class organization and management are. Pointing to the necessity of establishing positive classroom atmosphere to serve as the motivation for better performance of students. Analysing student disobedience and the lack of interest in school or a subject. Pedagogical means of establishing class discipline.



8. Point out the importance of practicing and repetition in teaching, and indicate the styles and ways of practicing with special emphasis on homework. Warn about standard and non-standard ways of evaluating students' achievements, with a review of the Secondary-School Final Exam (cro. Državna matura) and of how students are prepared for it.
9. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
10. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
11. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
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15. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.

## Literature



Pranjić, M. (2013). Nastavna metodika u riječi i slici, Hrvatski studiji Sveučilišta u Zagrebu



Profesorova predavanja koja svake godine donose novine s područja metodičke publicistike i najnovijih razmišljanja o pojedinom metodičkom problemu vezanom za nastavu, nastavnika, učenika, nastavne planove i programe itd.

# Methods of Teaching History

53907



## Lecturer in Charge



Izv. prof. dr. sc.  
Darko Vitek

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Rona Bušljeta, dr. sc.

## Course Description

The course objective is to acquaint students with teaching as a highly complex system of mediating knowledge and skills on three levels of teaching methodology: a) the level of teaching methodology that mediates the general theory of teaching, i.e. generally valid principles and procedures applied within various subjects and teaching situations as well as complex teacher-student-teaching environment communication relationships; b) subject specific methodology as a narrower specification of teaching procedures characteristic for a specific field or fields (e.g. humanities, social sciences), c) subject specific methodology fully concentrated on specific content and objectives of individual subjects/courses and adequate teaching procedures.

## Course Type

» Teaching Stream (History Profile) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify individual propositions of the theory of teaching;
2. Describe relevant elements of planning the teaching process;
3. Classify teaching forms, methods and aids;
4. Demonstrate direct planning of lessons;
5. Analyze the National curriculum framework
6. Choose teaching methods, forms, and aids with the student, objectives and learning outcomes in mind;
7. Differentiate the ways of organizing practice and repetition;
8. Define positive classroom atmosphere, good class management, and productive ways of establishing classroom discipline;
9. Identify the ways of evaluating and marking students.

## Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.

## Week by Week Schedule

1. The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.
2. Defining the three levels of teaching methodology (general teaching, field specific and subject specific) i.e. the associated objectives, tasks, and content. Determining the importance of Teaching Methodology in the educational process.
3. Critical review of the proposed National curriculum framework for pre-school education and general compulsory and secondary education. Defining the notions of national and school curriculum, analysing the values, objectives, and principles set forth in the national curriculum framework. Special emphasis is put on the teaching topics on the borderline between subjects and on new subjects foreseen by the National curriculum, as well as on analysing the outcomes/achievements in the fields of social sciences and humanities.
4. Overview of basic school documentation that students will as future teachers deal with in schools. Special attention is paid to the operational teaching plan (school curriculum) as the basic document concerning teaching methodology. Analysing written preparation for teaching one unit.
5. Defining teaching methods, teaching forms, and teaching tools. Discussing various teaching methods classification criteria and overviewing basic teaching forms (frontal teaching, individual work, group work, pair work), as well as contemporary teaching tools. Analysing advantages and disadvantages of the discussed teaching methods, forms, and tools.
6. An overview of the lesson structure and methodological rules of structuring and carrying out lessons. Stressing the importance of planning. Indicating the basic steps of planning and the ways to compile written lesson plans.
7. Defining the notion of class management: what it represents, why it is important, and what the styles of class organization and management are. Pointing to the necessity of establishing positive classroom atmosphere to serve as the motivation for better performance of students. Analysing student disobedience and the lack of interest in school or a subject. Pedagogical means of establishing class discipline.
8. Point out the importance of practicing and repetition in teaching, and indicate the styles and ways of practicing with special emphasis on homework. Warn about standard and non-standard ways of evaluating students' achievements, with a review of the Secondary-School Final Exam (cro. Državna matura) and of how students are prepared for it.
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14. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
15. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.

## Literature



Pranjić, M. (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji Sveučilišta u Zagrebu

# Methods of Teaching Latin

86901



## Lecturer in Charge



Lekt.  
Zdravka Martinić-  
Jerčić

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The course objective is to acquaint students with teaching as a highly complex system of mediating knowledge and skills on three levels of teaching methodology: a) the level of teaching methodology that mediates the general theory of teaching, i.e. generally valid principles and procedures applied within various subjects and teaching situations as well as complex teacher-student-teaching environment communication relationships; b) subject specific methodology as a narrower specification of teaching procedures characteristic for a specific field or fields (e.g. humanities, social sciences), c) subject specific methodology fully concentrated on specific content and objectives of individual subjects/courses and adequate teaching procedures.

## Course Type

» Teaching stream (Croatian Latinity Profile) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify individual propositions of the theory of teaching;
2. Describe relevant elements of planning the teaching process;
3. Classify teaching forms, methods and aids;
4. Demonstrate direct planning of lessons;
5. Analyze the National curriculum framework
6. Choose teaching methods, forms, and aids with the student, objectives and learning outcomes in mind;
7. Differentiate the ways of organizing practice and repetition;
8. Define positive classroom atmosphere, good class management, and productive ways of establishing classroom discipline;
9. Identify the ways of evaluating and marking students.

## General Competencies

Teaching methodology mediated on all three levels contributes to a complete education of future teachers in relation to the ability of organizing, carrying out and evaluating the teaching activity by enabling students to:

- Describe theoretical postulates of subject specific teaching;
- Distinguish between various didactic, pedagogical and psychological theories;
- Compare different theories and postulates;
- Indicate individual premises of the theory of teaching;
- Identify the most important elements of planning the teaching process.

## Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.

## Week by Week Schedule

1. The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.
2. Defining the three levels of teaching methodology (general teaching, field specific and subject specific) i.e. the associated objectives, tasks, and content. Determining the importance of Teaching Methodology in the educational process.
3. Critical review of the proposed National curriculum framework for pre-school education and general compulsory and secondary education. Defining the notions of national and school curriculum, analysing the values, objectives, and principles set forth in the national curriculum framework. Special emphasis is put on the teaching topics on the borderline between subjects and on new subjects foreseen by the National curriculum, as well as on analysing the outcomes/achievements in the fields of social sciences and humanities.
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5. Defining teaching methods, teaching forms, and teaching tools. Discussing various teaching methods classification criteria and overviewing basic teaching forms (frontal teaching, individual work, group work, pair work), as well as contemporary teaching tools. Analysing advantages and disadvantages of the discussed teaching methods, forms, and tools.
6. An overview of the lesson structure and methodological rules of structuring and carrying out lessons. Stressing the importance of planning. Indicating the basic steps of planning and the ways to compile written lesson plans.
7. Defining the notion of class management: what it represents, why it is important, and what the styles of class organization and management are. Pointing to the necessity of establishing positive classroom atmosphere to serve as the motivation for better performance of students. Analysing student disobedience and the lack of interest in school or a subject. Pedagogical means of establishing class discipline.

8. Point out the importance of practicing and repetition in teaching, and indicate the styles and ways of practicing with special emphasis on homework. Warn about standard and non-standard ways of evaluating students' achievements, with a review of the Secondary-School Final Exam (cro. Državna matura) and of how students are prepared for it.
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15. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.

## Literature



Pranjić, M. (2013). Nastavna metodika u riječi i slici, Hrvatski studiji Sveučilišta u Zagrebu



Šešelj, Zlatko (1984). Obrazovni cilj i obrazovni zadatci u nastavi klasičnih jezika, *Latina et Graeca* XII/84, br. 24



Šešelj, Zlatko (1987). Cilj učenja, korist od učenja i potreba za učenjem klasičnih jezika, *Latina et Graeca* XV/87



Šešelj, Zlatko (1987). Čitanje klasika u nastavi latinskog i grčkog jezika, *Latina et Graeca* XVI/88

# Methods of Teaching Philosophy

53908

## Lecturer in Charge



Izv. prof. dr. sc.  
Tomislav  
Bracanović

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Bruno Pušić

## Course Description

The course objective is to acquaint students with teaching as a highly complex system of mediating knowledge and skills on three levels of teaching methodology: a) the level of teaching methodology that mediates the general theory of teaching, i.e. generally valid principles and procedures applied within various subjects and teaching situations as well as complex teacher-student-teaching environment communication relationships; b) subject specific methodology as a narrower specification of teaching procedures characteristic for a specific field or fields (e.g. humanities, social sciences), c) subject specific methodology fully concentrated on specific content and objectives of individual subjects/courses and adequate teaching procedures.

## Course Type

- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify individual propositions of the theory of teaching;
2. Describe relevant elements of planning the teaching process;
4. Classify teaching forms, teaching methods and teaching aids;
5. Demonstrate direct planning of lessons;
6. Analyze the National curriculum framework
7. Choose teaching methods, forms, aids, objectives and with learning outcomes in mind.
8. Define positive classroom atmosphere, good class management, and productive ways of establishing classroom discipline;
9. Differentiate the ways of organizing practice and repetition;
10. Identify the ways of evaluating and marking students.



## General Competencies

Teaching methodology mediated on all three levels contributes to a complete education of future teachers in relation to the ability of organizing, carrying out and evaluating the teaching activity by enabling students to:

- Describe theoretical postulates of subject specific teaching;
- Distinguish between various didactic, pedagogical and psychological theories;
- Compare different theories and postulates;
- Indicate individual premises of the theory of teaching;
- Identify the most important elements of planning the teaching process.

## Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.

## Week by Week Schedule

1. The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.
2. Defining the three levels of teaching methodology (general teaching, field specific and subject specific) i.e. the associated objectives, tasks, and content. Determining the importance of Teaching Methodology in the educational process.
3. Critical review of the proposed National curriculum framework for pre-school education and general compulsory and secondary education. Defining the notions of national and school curriculum, analysing the values, objectives, and principles set forth in the national curriculum framework. Special emphasis is put on the teaching topics on the borderline between subjects and on new subjects foreseen by the National curriculum, as well as on analysing the outcomes/achievements in the fields of social sciences and humanities.
4. Overview of basic school documentation that students will as future teachers deal with in schools. Special attention is paid to the operational teaching plan (school curriculum) as the basic document concerning teaching methodology. Analysing written preparation for teaching one unit.
5. Defining teaching methods, teaching forms, and teaching tools. Discussing various teaching methods classification criteria and overviewing basic teaching forms (frontal teaching, individual work, group work, pair work), as well as contemporary teaching tools. Analysing advantages and disadvantages of the discussed teaching methods, forms, and tools.
6. An overview of the lesson structure and methodological rules of structuring and carrying out lessons. Stressing the importance of planning. Indicating the basic steps of planning and the ways to compile written lesson plans.
7. Defining the notion of class management: what it represents, why it is important, and what the styles of class organization and management are. Pointing to the necessity of establishing positive classroom atmosphere to serve as the motivation for better performance of students. Analysing student disobedience and the lack of interest in school or a subject. Pedagogical means of establishing class discipline.

8. Point out the importance of practicing and repetition in teaching, and indicate the styles and ways of practicing with special emphasis on homework. Warn about standard and non-standard ways of evaluating students' achievements, with a review of the Secondary-School Final Exam (cro. Državna matura) and of how students are prepared for it.
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15. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.

## Literature



Pranjić, Marko (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji

# Methods of Teaching Psychology

53847



## Lecturer in Charge



Doc. dr. sc.  
Nina Pavlin  
Bernardić

ECTS Credits	3.0
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English Level	L1
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E-learning Level	L1
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Study Hours	30
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Lecturer  
Ivana Hanzec

## Course Description

The course objective is to acquaint students with teaching as a highly complex system of mediating knowledge and skills on three levels of teaching methodology: a) the level of teaching methodology that mediates the general theory of teaching, i.e. generally valid principles and procedures applied within various subjects and teaching situations as well as complex teacher-student-teaching environment communication relationships; b) subject specific methodology as a narrower specification of teaching procedures characteristic for a specific field or fields (e.g. humanities, social sciences), c) subject specific methodology fully concentrated on specific content and objectives of individual subjects/courses and adequate teaching procedures.

## Course Type

- » Psychology (Study) (elective (teaching module), 1st semester, 1st year)
- » Psychology (Study) (elective (teaching module), 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify individual propositions of the theory of teaching;
2. Describe relevant elements of planning the teaching process;
3. Classify teaching forms, methods and aids;
4. Demonstrate direct planning of lessons;
5. Analyze the National curriculum framework
6. Choose teaching methods, forms, and aids with the student, objectives and learning outcomes in mind;
7. Differentiate the ways of organizing practice and repetition;
8. Define positive classroom atmosphere, good class management, and productive ways of establishing classroom discipline;
9. Identify the ways of evaluating and marking students.

## General Competencies

Teaching methodology mediated on all three levels contributes to a complete education of future teachers in relation to the ability of organizing, carrying out and evaluating the teaching activity by enabling students to:

- Describe theoretical postulates of subject specific teaching;
- Distinguish between various didactic, pedagogical and psychological theories;
- Compare different theories and postulates;
- Indicate individual premises of the theory of teaching;
- Identify the most important elements of planning the teaching process.

## Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.

## Week by Week Schedule

1. Introduction; The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.
2. Defining the three levels of teaching methodology (general teaching, field specific and subject specific) i.e. the associated objectives, tasks, and content. Determining the importance of Teaching Methodology in the educational process.
3. Critical review of the proposed National curriculum framework for pre-school education and general compulsory and secondary education. Defining the notions of national and school curriculum, analysing the values, objectives, and principles set forth in the national curriculum framework. Special emphasis is put on the teaching topics on the borderline between subjects and on new subjects foreseen by the National curriculum, as well as on analysing the outcomes/achievements in the fields of social sciences and humanities.
4. Overview of basic school documentation that students will as future teachers deal with in schools. Special attention is paid to the operational teaching plan (school curriculum) as the basic document concerning teaching methodology. Analysing written preparation for teaching one unit.
5. Defining teaching methods, teaching forms, and teaching tools. Discussing various teaching methods classification criteria and overviewing basic teaching forms (frontal teaching, individual work, group work, pair work), as well as contemporary teaching tools. Analysing advantages and disadvantages of the discussed teaching methods, forms, and tools.
6. An overview of the lesson structure and methodological rules of structuring and carrying out lessons. Stressing the importance of planning. Indicating the basic steps of planning and the ways to compile written lesson plans.
7. Defining the notion of class management: what it represents, why it is important, and what the styles of class organization and management are. Pointing to the necessity of establishing positive classroom atmosphere to serve as the motivation for better performance of students. Analysing student disobedience and the lack of interest in school or a subject. Pedagogical means of establishing class discipline.

8. Point out the importance of practicing and repetition in teaching, and indicate the styles and ways of practicing with special emphasis on homework. Warn about standard and non-standard ways of evaluating students' achievements, with a review of the Secondary-School Final Exam (cro. Državna matura) and of how students are prepared for it.
9. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
10. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
11. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
12. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
13. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
14. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
15. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.

## Literature



Pranjić, M. (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji Sveučilišta u Zagrebu

# Methods of Teaching Sociology

53909

## Lecturer in Charge



Izv. prof. dr. sc.  
Irena Cajner  
Mraović

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Anita Dremel

## Course Description

The course objective is to acquaint students with teaching as a highly complex system of mediating knowledge and skills on three levels of teaching methodology: a) the level of teaching methodology that mediates the general theory of teaching, i.e. generally valid principles and procedures applied within various subjects and teaching situations as well as complex teacher-student-teaching environment communication relationships; b) subject specific methodology as a narrower specification of teaching procedures characteristic for a specific field or fields (e.g. humanities, social sciences), c) subject specific methodology fully concentrated on specific content and objectives of individual subjects/courses and adequate teaching procedures.

## Course Type

» Teaching Stream (Sociology Profile) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify individual propositions of the theory of teaching;
2. Describe relevant elements of planning the teaching process;
3. Classify teaching forms, methods and aids;
4. Demonstrate direct planning of lessons;
5. Analyze the National curriculum framework
6. Choose teaching methods, forms, and aids with the student, objectives and learning outcomes in mind;
7. Differentiate the ways of organizing practice and repetition;
8. Define positive classroom atmosphere, good class management, and productive ways of establishing classroom discipline;
9. Identify the ways of evaluating and marking students.

## Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.

## Week by Week Schedule

1. The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.
2. Defining the three levels of teaching methodology (general teaching, field specific and subject specific) i.e. the associated objectives, tasks, and content. Determining the importance of Teaching Methodology in the educational process.
3. Critical review of the proposed National curriculum framework for pre-school education and general compulsory and secondary education. Defining the notions of national and school curriculum, analysing the values, objectives, and principles set forth in the national curriculum framework. Special emphasis is put on the teaching topics on the borderline between subjects and on new subjects foreseen by the National curriculum, as well as on analysing the outcomes/achievements in the fields of social sciences and humanities.
4. Overview of basic school documentation that students will as future teachers deal with in schools. Special attention is paid to the operational teaching plan (school curriculum) as the basic document concerning teaching methodology. Analysing written preparation for teaching one unit.
5. Defining teaching methods, teaching forms, and teaching tools. Discussing various teaching methods classification criteria and overviewing basic teaching forms (frontal teaching, individual work, group work, pair work), as well as contemporary teaching tools. Analysing advantages and disadvantages of the discussed teaching methods, forms, and tools.
6. An overview of the lesson structure and methodological rules of structuring and carrying out lessons. Stressing the importance of planning. Indicating the basic steps of planning and the ways to compile written lesson plans.
7. Defining the notion of class management: what it represents, why it is important, and what the styles of class organization and management are. Pointing to the necessity of establishing positive classroom atmosphere to serve as the motivation for better performance of students. Analysing student disobedience and the lack of interest in school or a subject. Pedagogical means of establishing class discipline.
8. Point out the importance of practicing and repetition in teaching, and indicate the styles and ways of practicing with special emphasis on homework. Warn about standard and non-standard ways of evaluating students' achievements, with a review of the Secondary-School Final Exam (cro. Državna matura) and of how students are prepared for it.
9. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
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12. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
13. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
14. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
15. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.

## Literature



Pranjić, M. (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji Sveučilišta u Zagrebu



# Migrations the Adriatic and Mediterranean from the 16th to the 18th Century

118586



## Lecturer in Charge



Prof. dr. sc.  
Miroslav Bertoša

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

The main course aims to show a complex picture of migration in the waters of the Adriatic Sea and its hinterland of the interior - from Istria to Boka Kotorska - and in the Mediterranean (especially its eastern part - the Levant). Display dynamic images relocation movement will complement the data on immigrants, those who have changed their residence and newcomers from the Venetian hinterland of Dalmatia (with special emphasis on the western Bosnia).

## Course Type

- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the reality of the population of Europe of 16 to 18 century
2. Describe the demographics of this geopolitical space
3. Analyze historiographical picture of migratory movement and the changes they provoked
4. Evaluate how the migration bit and one of the most important historical factors that influenced the transformation of demographic, ethno-cultural and "mental" conditions in the Adriatic and Mediterranean regions
5. Compare how to those in the process changed the demographic picture-based community of Istria, Kvarner area, Dalmatia and the islands, Boka Kotorska, and the Apennine shoreline associated with Croatian eastern Adriatic coast
6. Describe the incorporation of demographic trends in the Mediterranean European trends

## General Competencies

After finishing the programme student will be able to:  
 define historical processes typical for certain historical period;  
 describe historical processes;  
 explain cause and effect relations of historical events and processes;  
 defend his/her own opinion in discussions on different historical events and processes;  
 demonstrate the importance of interdisciplinary interpretations of historical events;  
 reconstruct historiographic tools in making conclusions of historical processes and events.

## Grading

During the semester, individual topics will be discussed with students, monitor their adoption records, conduct a written exam, if necessary, and oral.

## Week by Week Schedule

1. Turmoil in the area of the Mediterranean Sea: the political situation, economy and maritime routes, the unity and diversity of the Mediterranean.
2. The European population crisis and the Mediterranean world from 16th to 18th century, wars, epidemics, climate change, economic recession, new sea routes and the loss of traffic and shopping primates.
3. Migration and displacement changes caused by them; spreading untreated wasteland and the emergence of rural depopulation (Mediterranean Wüstungsprozess).
4. Comparative events: Venice - Venetian overseas possessions - Levante - Ponente, political events, especially the Fugitives war and Venetian-Ottoman conflict: Mediterranean, Adriatic (Dalmatia Islands, Istria, Italy).
5. Connections of Dalmatian coast and the Apennine, economic and cultural contacts; settlement of merchants, craftsmen, artists, skilled and unskilled manpower from Dalmatia to Venice (engaged in many professions).
6. Migrations from the Levant (Navplion, Cyprus, Crete, Morea ...) to Pula and Porec; integration of immigrants - disputes, conflicts, adaptation, acculturation and assimilation.
7. Croatian settlements in the provinces of Marche, Molise, the Papal States, the Kingdom of Naples, Gargano Mountains, Apulia, Campania, Basilicata and elsewhere around the Apennines.
8. migration of smaller groups and individuals from Veneto, Friuli and Karnia in Istria; engaged in handicraft and farming, growing of vines and olives, and is inhabited predominantly in a rural area, so they are subject to rapid assimilation.
9. The military component migrations of Croats in Venice and its Terraferma (known under the name Croat, Oltremarini, Schiavoni) - "Croatian cavalry", "armed ships", "Croatian meritorious"; Croatian soldiers and officers in the Papal State
10. Young people from Illyria in "Illyrian Institutes" in Loreto, Fermo and Monte Gargano (training for priests), as well as studies in Padua (legal and medical science) and on the military institution in Verona (it's not migration, but the circulation of people in the Mediterranean space).
11. Mediterranean after Lepanto (in 1571.) Weakening of central authority in the Ottoman Empire and the strengthening of small feudal lords (Reis) along the North African coast (Berberije); Barbary pirates (Dubrovnik and Dalmatian name is Barbarez) rob merchant ships, notably Venetian

12. Venice against Barbarez: escort galleys on the "Western way"; naval "gang" to Kerkanskome Islands (coast ahead of Tunisia) - armed ships with a crew of Dalmatia and Istria.
13. The mobility of a population and economic ties and daily sailing the ship between the two coasts; echoes in the domain of culture, for example the province Brands city of Ancona centuries carries eng. name Jachin ("port of Jachin") in communication and trade used and Croatian language (published and dictionary) eng. immigrants and their fraternities.
14. Migration, based community image and construct new "mentality"; conflicting coexistence and coexistence problems of acculturation and assimilation; restless everyday life: the conflict of indigenous (mainly farmers) and immigrants (mostly herders) changes induced migration - final consideration.
15. Recapitulation

## Literature



M. Bertoša (2011). Doba nasilja, doba straha. Vojnici-pljačkaši, seljaci-razbojnici i doseljenici-nasilnici u Istri XVII. i XVIII. stoljeća, Durieux, Zagreb



M. Bertoša (1995). Istra: Doba Venecije (XVI. - XVIII. stoljeće), Zavičajna naklada Žakan Juri, Pula



M. Bertoša (2003). Istra, Jadran, Sredozemlje: Identiteti i imaginariji, Durieux, Zagreb-Dubrovnik



M. Bertoša (2003). Hrvatska i Sredozemlje: Sjeverni i Srednji Jadran; u: Hrvatska i Europa – kultura, znanost i umjetnost, , str. 61.-78., Hrvatska akademija znanosti i umjetnosti, AGM, Školska knjiga



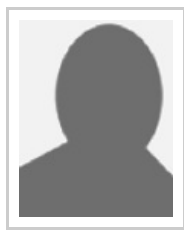
J. Vrandečić – M. Bertoša (2007). Dalmacija, Dubrovnik i Istra u ranome novom vijeku, Leykam international, Zagreb

# Military History

57176



## Lecturer in Charge



Doc. dr. sc.  
Ante Nazor

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Ante Nazor

## Course Description

The aim of the course is to draw attention to the art of warfare (the process of organizing the army, the importance of selection, equipment and weapons, etc.) and review the history of the wars in Europe from the Middle Ages to the present day, with special emphasis on the Croatian War of Independence. With regard to the conclusion that "the war part of the whole experience of humanity" and that the structure and size of the army reflects the development of a society, lectures will cover the framework of political, economic, and even cultural history.

## Course Type

- » Science Stream (History Profile) (archival and historical sciences, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define military history
2. Describe the various periods of military history
3. Name persons who have marked certain periods of military history
4. Compare the features of different periods of military history;
5. Analyze the importance of individual sources for military history

## General Competencies

After finishing the programme student will be able to:  
 identify the most important person and institutions in the Croatian and the World history,  
 construct a historical context,  
 defend his/her own opinion in discussions on different historical events and processes,  
 design his/her own conclusion on different historical events and processes,  
 compare historical processes of different periods,  
 interpret a historical sources.

## Grading

Evaluation of seminar papers and final exams, which is in written form. In case of dissatisfaction grade for the written exam, students for higher grade correspond orally.

## Week by Week Schedule

1. Introduction (4 hours) - lecture on military history and the art of war, with examples from sources: Sun Tzu, The Art of War and Vegetius, summary of military skills.
2. Lecture on military history and the art of war, with examples from sources: Sun Tzu, The Art of War and Vegetius, summary of military skills.
3. The Middle Ages: Wars of the Knights the Wars of mercenaries.
4. Wars of the Knights the Wars of mercenaries.
5. The wars in the age of revolution.
6. The wars of nations.
7. Wars of Technologists and Nuclear Age.
8. Croatian War of Independence. Introduction - in 1990.
9. 1991.
10. 1991.
11. 1992.
12. 1993.
13. 1994.
14. 1995.
15. 1995.

## Literature



Sun Cu (1997). Umijeće ratovanja, Zagreb: Misl



P. F. Vegecije (2002). Sažetak vojne vještine, Zagreb: Golden marketing



Michael Howard (2002). Rat u europskoj povijesti, Srednja Europa, Zagreb



Grupa autora Stvaranje hrvatske države i Domovinski rat



Vojna enciklopedija

# Miroslav Krleža

37885



## Lecturer in Charge



Doc. dr. sc.  
Dubravka Zima

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Suzana Marjanić, dr. sc.

## Course Description

Through the lectures and joint discussions on Krleža's opus, and from the viewpoint of literary and political anthropology, the students enquire into Krleža's engagement between literature and politics, his anti-ethical merry-go-round. In other words, furthering Stanko Lasić's definition, the protagonist who seeks for meaning, absolute meaning, is at the centre of Krleža's paradigm, and in so doing he sets out from some particular authority (from the Superior, for example, the Father familial, national, religious) to some beloved person (Woman): transgression, a transition from homo politicus to homo eroticus. What is in question is the archetype that is evident in all of Krleža's novels: *Vražji otok* (1923): Father Gabrijel Ljiljana; *Povratak Filipa Latinovicza* (1932): Mother Filip Bobočka; *Na rubu pameti* (1938): Domaćinski Doctor Jadviga; *Banket u Blitvi* (1938-1962): Barutanski Nielsen Karin; *Zastave* (1962-1968): Father Kamilo Ana Borongay. In brief, the course expands the insight into the corpus of Miroslav Krleža, on the basis of the anti-ethical merry-go-round concept (cf. Lasić 1989).

## Course Type

- » Science Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)
- » Science Stream (Croatian Studies Profile) (elective courses 2, 4th semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Select independently and set a literary- or cultural-theory problem
2. Analyze and articulate an assignment for processing of the problem selected in the literary example or cultural practice/practices
3. Report on secondary literature read and establish a critical relation towards it
4. Apply the secondary literature read in independent processing of the assignment agreed upon
5. Compose independently an academic-level written paper

## General Competencies

Independently select and set literary or cultural-theoretical problem.

## Grading

Participation at lectures: 20%;

Participation in teaching assignments: 20%;

Compiling seminar assignments (both oral and written) - 2 assignments: 40%;

Oral examination: 20%.

## Week by Week Schedule

1. Introduction to the course of Krleža's anti-ethnic merry-go-round (Stanko Lasić).
2. Krleža's Salome/e, or, why did Krleža complete the drama legend of Salome after 49 years? (Salome, a Legend in One Act, Forum, 1963, 10)
3. Kristofor Kolumbo/ Cristoval Colon (1918): Krleža's Columbus in relation to Vladimir I. Lenin and the anarcho-individualism of Max Stirner
4. Vučjak, a Petit-Bourgeois Event in Three Acts with a Prologue and Intermezzo (1923) or the eternal nature of the Croatian Asian village, and why did Krleža reject the attempts at autobiographical interpretations of this play? Krleža's denial of a Rousseau-type idealism on the example of the wolf-like mentality of Vučjak.
5. Tri kavaljera frajle Melanije (Tri kavalira gospođice Melanije), an old-fashioned tale from the time in which the Croatian Modern was dying (1922) or, Krleža's first novel as the Madame Bovary syndrome.
6. U agoniji (1928) or the Laura-ism complex. Ana Borongay as Krleža's "most profound metaphor" (S. Lasić) Laura (U agoniji, 1928) Bobočka (Povratak Filipa Latinovicza, 1932) a deeply analytical (archetypical) psychoanalytical interpretation.
7. Krleža and the Surrealism of Marko Ristić: Povratak Filipa Latinovicza (1932) or why did this Krleža's novel attract the Belgrade Surrealists? The motif parallel between Leons and Filip's return: the Freudian (childhood trauma) and social motif of return (Filip's quest for grounding). Filip Latinovicz and Existentialism (Sartre's Nausea, 1938): Filip's grounding and Rouquentins adventure
8. Na rubu pameti (1938.) or the Buddha Schopenhauer Krleža line: accusation against the then socialist-realistic camp. Krleža's novel on the fall in individualism, scepticism and solipsism (the compromising chapter I mjesečina može biti pogled na svijet).
9. The conflict on the literary left: why did Krleža's Predgovor "Podravskim motivima" Krste Hegedušića (1933) mark the beginning of the conflict on the Left while his Dijalektički antibarbarus (Pečat, 1939, 8-9) its culmination
10. Put u raj, film script (Forum, No. 1-2, 1970) "a celestial dramalette", "an anti-war requiem on global dystopia and anti-Utopia by which Krleža's drama writing was concluded.
11. Lecture II: Davni dani or on how each discussion on Miroslav Krleža has to start out from Davni dani (1914-1921/1922), his journal-memoirs book from World War I. Lecture
12. Zastave (Vols. 1 and 2) as Krleža's most biographical work of art (I. Frangeš)
13. Zastave (Vol. 3) or about friendship (Kamilo Emerički Joja); Krleža's concept of duality. Introduction to reading Vols. 4 and 5 of Zastave. Lecture
14. Mnogopoštovanoj gospođi mravima as an example of an interview with auto-quotations of Krleža's interviews or why did Krleža only in 1966, after the Brioni Plenum of the Central Committee of the League of Communists of Yugoslavia, change his stance towards the media?
15. Evaluation of the course or "We live in the world as if Krleža never wrote even one word (Slobodan Šnajder).

## Literature



Krležina djela prema navedenom redosljedu predavanja.



Visković, Velimir. "Životopis Miroslava Krleže". U: Miroslav Krleža: Vražji otok. Zagreb: Naklada Ljevak, Matica hrvatska, HAZU, 2000., str. 135-234.



Krleža, Miroslav. Saloma. U: Legende. Zagreb: Zora, 1967. (ili neko drugo dostupno izdanje) Krleža, Miroslav. Kristofor Kolumbo (dostupno izdanje)



Krleža, Miroslav. Vučjak. U: Drame (Vučjak, Galicija, Golgota). Sarajevo: NIŠRO Oslobođenje, 1988. (ili neko drugo dostupno izdanje drame Vučjak)



Krleža, Miroslav. Tri kavaljera frajle Melanije (Tri kavalira gospođice Melanije), Staromodna pripovijest iz vremena kad je umirala hrvatska moderna (dostupno izdanje)



# Modern and Contemporary History of Bosnia and Herzegovina

79192



## Lecturer in Charge



Doc. dr. sc.  
Ivica Lučić

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

The course objective is to explain and describe the most important segments of modern and contemporary history of BiH and to introduce them the latest historiographic works on course subject.

## Course Type

- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define historical processes typical for modernization processes of BiH
2. List literature on BiH topic during Ottoman times, Austro-Hungarian Monarchy and Kingdom of Yugoslavia
3. Describe the most important processes and happenings in BiH
4. Explain cause and effect relations between processes and happenings in BiH
5. Analyze processes and happenings in BiH based on acquired knowledge
6. Identify basic problems of socio-political relations within BiH

## General Competencies

After finishing the programme student will be able to:  
list the most important literature of the historical period;  
define historical processes typical for certain historical period;  
describe historical processes;  
explain cause and effect relations of historical events and processes;  
defend his/her own opinion in discussions on different historical events and processes;  
appraise the value of historiographic interpretations.

## Grading

The class attendance is obligatory as well as class activity. They will have written assignments. The exam is oral.

## Week by Week Schedule

1. Time of Tanzimat and the beginning of modernization of B&H
2. The End of the Ottoman Empire and late attempt to create a nation
3. The Congress of Berlin and occupation of B&H
4. Austro-Hungarian Monarchy towards East: the B&H case
5. B&H and the making of Yugoslavian state
6. WWI, Kingdom of SHS/Yugoslavia and B&H
7. WW2 in B&H and the making of modern statehood on 'ZAVNOBiH' meeting
8. B&H as Republic in afterwar period
9. Political developments in B&H and acknowledgement of Muslims as nation
10. 'Croatian Spring' and its reflection on B&H
11. 1974 Constitution and building of state in B&H
12. The crisis and the fall of socialism in B&H
13. The democratic elections and toward independence
14. War in B&H
15. Peace of Dayton and afterwar B&H

## Literature



Ivo Lučić (2013). Ivo Lučić, Uzroci rata, Bosna i Hercegovina od 1980. do 1992., Despot infinitus, Hrvatski institut za povijest, Zagreb



Srećko Džaja (2004). Politička realnost jugoslavenstva (1918.-1991.) s posebnim osvrtom na Bosnu i Hercegovinu, Svjetlo riječi, Sarajevo - Zagreb



Ivo Lučić (2010). „Što je (bila) Bosna i Hercegovina, tko smo (bili) mi“, Status broj 14., Mostar



Mirjana Kasapović (2005). Bosna i Hercegovina podijeljeno društvo i nestabilna država, Politička kultura, Zagreb



Enver Redžić (2000). Sto godina muslimanske politike, Institut za istoriju, Sarajevo

# Moral Enhancement (Ethics)

117139

## Lecturer in Charge



Izv. prof. dr. sc.  
Tomislav  
Bracanović

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The objective of the course is to introduce students into recent debates among a number of moral philosophers (Savulescu, Persson, Harris, Douglas, Agar etc.) on the question whether it is morally justified to enhance human moral reasoning, predispositions and motivation, would such an enhancement threaten ones autonomy and freedom, which are the conceptual difficulties of this proposal, its technical aspects (e.g. pharmacological vs. biomedical enhancements) and practical implications (e.g. for issues like climate change and the use of the weapons for mass destruction). The course will be based on student presentations and discussions on selected writings.

## Course Type

- » Science Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Reconstruct the basic argumentation for the claim that humans should be morally enhanced
2. Explain the basic moral concepts featuring in this proposal
3. Illustrate potential methods of human moral enhancement and their current difficulties
4. Compare the idea of moral enhancement with the ideas of physical and cognitive enhancement
5. Analyze and rationally argue either for or against the proposal of human moral enhancement.

## General Competencies

After completing the course, students will be able to: (1) indicate the relevance of human enhancement debate for various aspects of human life (e.g. politics, economics, education, sports); (2) interpret how different theories of human nature differ in their moral, social and political implications; (3) explain how development of contemporary science and technology changes traditional ethical debates.

## Grading

On the basis of (a) regular attendance and active participation in discussions, (b) oral presentation grade and (c) grades of two tests.

## Week by Week Schedule

1. Introductory lecture
2. Physical enhancement: possible methods and ethical implications
3. Cognitive enhancement: possible methods and ethical implications
4. Moral enhancement: the basic proposal
5. Moral enhancement and the nature of morality
6. Moral enhancement and the problem of moral motivation
7. Moral enhancement and the problem of the freedom of the will and autonomy
8. Test
9. Moral enhancement and common-sense morality
10. Moral enhancement in the context of liberal democracy
11. Moral enhancement and responsibility for omissions
12. Moral enhancement and misuses of science and technology
13. Moral enhancement and game theory
14. Moral enhancement and protection of the environment
15. Test

## Literature



Persson, I. / Savulescu, J. (2012). *Unfit for the Future: The Need for Moral Enhancement* (odabrana poglavlja), Oxford University Press: Oxford



J. Savulescu, R. terMeulen i G. Kahane (ur.) (2011). *Enhancing Human Capacities* (odabrana poglavlja), Wiley-Blackwell: Malden, MA



John Harris (2007). *Enhancing Evolution: The Ethical Case for Making Better People* (odabrana poglavlja), Princeton University Press: Princeton and Oxford



J. Savulescu / N. Bostrom (ur.) (2009). *Human Enhancement* (odabrana poglavlja), Oxford University Press: Oxford

# Multiculturalism, Multilingualism and Cultural Heritage

57141



## Lecturer in Charge



Prof. dr. sc.  
Jadranka  
Gvozdanović

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

### Course objectives

Gaining insight into the assimilation of foreign cultural elements into the history of the Croatian culture, understanding the language as a carrier of culture, as well as gaining insight into the processes of European integration.

## Course Type

» Science Stream (Croatian Studies Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain and understand the multicultural and multilingual heritage of the Croatian people
2. Explain the reflexive and critical attitude in the light of the history and contemporary linguistic processes
3. Show the connection between language and culture
4. Advance expertise in the field of language and culture

## General Competencies

The students will be able to describe the linguistic dimension of the Croatian multicultural history, analyze the processes of linguistic shaping of the Croatian identity, get to know the linguistic expressions of cultural memory and distinguish multilingualism on the Croatian soil.

## Grading

Active participation in class, presenting essays and written theses, exam.

## Week by Week Schedule

1. The role of language in the transmission of culture
2. Loanwords as an expression of cultural contact

4. The history of German loanwords and their dating in Croatia
5. Loanwords from the Venetian language and their distribution
6. The history of the selection of variants in the literary language
7. The beginnings of Croatian standardization, the role of the Dubrovnik tradition
8. Overview of the lexicological and grammatical tradition
9. The role of foreign models
10. Conceptualization of the nation and social identity
11. The European situation compared to the Croatian
12. The history of multilingualism in European terms
13. Croatia and European integration
14. Croatia as an integral part of Europe
15. Overview and revising

## Literature



Katičić, Radoslav (1997). "Jezik i pismenost", (Supićić I., ur.) Hrvatska i Europa I, 339-367., AGM, Zagreb



Obuljen, Nina - Smiers, Joost (2006). UNESCO's convention on the protection and promotion of the diversity of cultural expressions; making it work, Institute for International Relations Zagreb



Matasovic, Ranko (2011). "Hrvatski jezik i drugi europski jezici u 16. stoljecu", Povijest hrvatskoga jezika, Bicanic, A. (red), 2010, 461-481., Croatica Zagreb



Golub, I. (ur.) (2003). Hrvatska i Europa III: Barok i prosvjetiteljstvo ( 3-190., 431-484.), AGM, Zagreb



Gvozdanovic, Jadranka (2010). "Jezik i kulturni identitet Hrvata", Kroatologija 1, 1, 39-57., Hrvatski studiji Zagreb

# Multivariate Statistical Methods

53913



## Lecturer in Charge



Izv. prof. dr. sc.  
Vanja Šimičević

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	30 45

## Course Description

The aim of the course is to acquire knowledge and skills to use the major multivariate statistical analysis of the results at the level of understanding, planning and implementation of research analysis. Students will be acquainted with all fundamental multivariate statistical knowledge and techniques which are being used in sociological practice with emphasis on the specifics, advantages and limitations of particular methods of multivariate data analysis, develop motivation to work in sociological research, as well as knowledge of basic statistical methods and techniques and the motivation for their use in social research. The basic idea of the multivariate statistical analysis to simultaneously observe several interrelated variables, wherein each variable initially, as important.

Students have been developing abstract way of thinking and adopting statistical terminology. Understanding of statistical analysis procedures, which are subject to lecturing, are being verified in written forms, through tests and numeric exercises. Students are expected to demonstrate clear and logically consistent interpretation of calculated results

## Course Type

» Science Stream (Sociology Profile) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Estimate the statistical requirements for the implementation of selected multivariate techniques.
2. Design a plan of research using some of multivariate techniques.
3. Analyze data suitable for analysis of some of these multivariate analysis techniques using SPSS software package
4. Explain the results obtained by some of these multivariate techniques within the set of research problems
5. Evaluate conclusions by applying some of these multivariate techniques in research
6. Explain statistical and mathematical logic MANOVA, regression, correlation, discriminant, canonical and cluster analysis.

## General Competencies

Apply the advanced statistical terms and information.

Design a research project.

Organize the implementation of a research project.

Use the computer software for the analyses of qualitative and quantitative data.

Organize the teamwork with co-workers from various disciplines, of different attitudes or value orientations.

Develop the research question on the subject/process/phenomena of social interest.

Choose the adequate methodological approach or the combination of approaches in investigation of the social phenomena.

Combine the different social research methods in the analyses of the relevant data.

Evaluate published sociological research with suggestions of possible improvements.

Write a comprehensive research report.

## Grading

Attendance is obligatory. Fundamental statistical knowledge under the first goal is tested both in written form of tests with numeric and application exercises, and orally

## Week by Week Schedule

1. Introductory lesson and overview of the overall subject- matter.
2. One Way-Analysis of Variance (ANOVA)
3. A-priori and post-hoc Comparisons
4. Multivariate Analysis of Variance (MANOVA)
5. The Multiple Regression Model. Model Specification, Model development.
6. Least Squares Coefficient Estimators. The Explanatory Power of Linear Regression Equation.
7. Coefficient of Determination.
8. Stepwise Regression Model
9. Logistic Regression
10. Factor Analysis-FA
11. Principal Components Analysis
12. Mutual Factors Analysis
13. Factor axis rotation and interpretation
14. Cluster Analysis
15. Discriminant Analysis-DA



## Literature



Cohen, J.; Cohen, P. (2002). Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences, Lawrence Erlbaum, Hillsdale, New Jersey



Fulgosi, A. (1988). Faktorska analiza, Školska knjiga, Zagreb



Hair, J. F, Anderson, R. E., Tatham, R. L.; Black, W. C. (2005). Multivariate Data Analysis, Prentice Hall, New Jersey, Prentice Hall, New Jersey



Huberty, C. J., Olejnik, S. (2006). Applied MANOVA and Discriminant Analysis, New Jersey: Wiley



Rencher, A. C.; Christensen, W. F. (2012). Methods of Multivariate Analysis, New Jersey: Wiley

# Museums and Historical Science

61982



## Lecturer in Charge



Doc. dr. sc.  
Mladen Tomorad

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

The aim of this course is to: introduce students with the methods of analysis of the material historical sources, problems of their treatment, analysis and interpretation; to introduce students with the museums and their work; the work with the material historical sources in museums (treatment, analysis, interpretation and presentation); the main museum on-line databases; the usage of the gained knowledge in research and teaching of history.

## Course Type

- » Science Stream (History Profile) (archival and historical sciences, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define institutions in which material historical sources are kept
2. Identify types of material historical sources and their ways of keeping
3. Classify museum institutions
4. Define museums
5. Use the models of presentation of museum sources
6. Use of the CIDOC Guidelines for museum object information
7. Explain the types of objects and the material from which are they crafted
8. Use of the main types of dating

## General Competencies

- Name persons and museum institutions which marked the Croatian and the World history,
- Outline the importance of interdisciplinary research of the historical topics,
- Point out the essential from unessential in interpretation of historical events and processes,
- Interpret material historical sources.

## Grading

Class attendance: 30%

Seminar 35%

Colloquium 35%

## Week by Week Schedule

1. Material historical sources
2. Types of historical sources. Classification and typology of sources.
3. Material historical sources and how to deal with them.
4. Museums - the place of keeping material historical sources.
5. Genesis and the history of museums.
6. Types of museum institutions.
7. Organization of the museums.
8. Museum documentation. International guidelines for museum object information.
9. Organizations for development of the museums (ICOM, MDC).
10. Relation between museums and historical sciences.
11. Classification of the museum object.
12. Chronology and dating. Materials and their production. Classification.
13. Language. Script. Translations and transliterations. Terminology and terms. International and domestic examples.
14. Museum databases and on-line databases.
15. Colloquium.

## Literature



Tomorad, Ml. (2006). Model računalne obrade i prezentacije staroegipatskih predmeta u muzejskim zbirkama u Hrvatskoj, Filozofski fakultet u Zagrebu, Zagreb (doktorska disertacija)



Tomorad M. (2007). Croato-Aegyptica Electronica - Model obrade i analize staroegipatskih predmeta u muzejskih zbirkama u Hrvatskoj, Muzeologija, 41-42 (2004./2005.), Zagreb, 218-239



Tomorad M., (2003). Egipat u Hrvatskoj, Zagreb, Barbat



[www.mdc.hr](http://www.mdc.hr)



<http://icom.museum/>

# NATO and Internacional Security

64840

## Lecturer in Charge



Doc. dr. sc.  
Anita Perešin

ECTS Credits	6.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

Course objective is to give an overview of the structure and the activities of NATO, NATO peacekeeping operations, NATO cooperation with other international institutions on political-military issues, Croatian position and role within NATO, as well as the development of the new responses on contemporary security threats.

## Course Type

» Science Stream (Sociology Profile) (required elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the basis of international security;
2. Explain the role of the international organizations in the international security system;
3. Recognize the organizational structure of NATO, NATO policy and activities and operations; - Understand advantages and challenges of becoming a member of international military alliances; - Understand the instruments and models of responses to contemporary security threats of 21st century
4. Explain advantages and challenges of becoming a member of international military alliances;
5. Explain the instruments and models of responses to contemporary security threats of 21st century

## General Competencies

Students will be able to:

define the basis of international security;

explain the role of the international organizations in the international security system;

recognize the organizational structure of NATO, NATO policy and activities and operations;

explain the advantages and challenges of becoming a member of international military alliances;

compare and assess the instruments and models of responses to contemporary security threats of 21st century.

## Grading

Gradually knowledge assessment during the semester, motivation for the subject, discussion about actual national security threats. Final level of knowledge will be assessed in written exam at the end of the semester.

## Week by Week Schedule

1. Introduction
2. International security – basic terms and definitions;
3. International security institutions (NATO, UN, EU, OESS);
4. Post-cold war security environment;
5. New asymmetric security threats;
6. New international security challenges – transnational terrorism;
7. NATO – establishment, development, transformation;
8. New NATO Strategic Concept;
9. NATO in the new international order;
10. NATO and Partnership for Peace;
11. NATO and Russia;
12. NATO and SE Europe;
13. RH and international security;
14. RH and NATO;
15. Final lecture

## Literature



Tatalović, S. Nacionalna i međunarodna sigurnost, Politička kultura, Zagreb, 2006.



Tatalović, S., Grizold, A., Cvrtić, V. Suvremene sigurnosne politike, Posthladnoratovski euroatlantski sigurnosni okvir, Golden Marketing, 2008.



Vukadinović, R., Čehulić, L., Božinović, D. NATO euroatlantska integracija, Topical, Zagreb, 2007.



NATO Priručnik, Public Diplomacy Division, 2006.



What is NATO, An introduction to the Transatlantic Alliance, NATO Public Diplomacy Division

# Neuropsychological Rehabilitation

53826



## Course Description

ECTS Credits	3.0
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English Level	Lo
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## Course Type

E-learning Level	L1
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- » Psychology (Study) (elective courses, 1st semester, 1st year)
- » Psychology (Study) (elective courses, 3rd semester, 2nd year)

Study Hours	
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15

15

# Neuropsychological Rehabilitation

102938



## Lecturer in Charge



Doc. dr. sc.  
Andrea Vranić

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

The broader aim of the course is to provide insight into the possibilities of practical application of knowledge from cognitive psychology. The specific objective is to introduce the students to the possibilities of the programme of cognitive training and cognitive rehabilitation. The students will be trained to analyze individual needs of programme users, and to work in teams on designing cognitive interventions, and the organization and implementation of cognitive empowerment programmes.

## Course Type

- » Psychology (Study) (elective courses, 1st semester, 1st year)
- » Psychology (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe and explain the interaction of cognitive and metacognitive factors in maintaining cognitive functions in adult and old age,
2. Recognize the importance of the various programs of cognitive empowerment
3. Identify and analyze deficits in the expected cognitive functioning,
4. Apply the basics for team design and development of specific interventions involved in training and rehabilitation,
5. Organize and implement procedures and tasks involved in designed programmes,
6. Assess programmes of cognitive empowerment.

## General Competencies

Critically assess theoretical knowledge from the basic areas of psychology and their relationship with various branches of applied psychology.

Create links between theoretical models about the specific components of human cognition (attention, memory, language, problem solving, judgment and decision-making, cognitive development, consciousness) and the theoretical and/or practical psychological activity.

Choose models of psychological assessment and counseling in working with individuals, groups and organizations.

Explain the similarities, differences and usability of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

## Grading

The students' work is monitored through mandatory seminar reports and performance of individual field assignments. During the semester there will be two preliminary exams which will produce an integral part of the final grade. A written and oral knowledge assessment is conducted at the end of the semester.

Attendance - 10%;

Two preliminary exams - 30%;

Seminar work- 10%;

Practical work - 20%;

Written exam - 20%;

Oral exam - 10%.

## Week by Week Schedule

1. Application of cognitive abilities: a review of models of attention, memory and executive functions.
2. The importance of metamemory, metacognition and consciousness.
3. Factors of improving cognitive skills: motivation, physical activity, personality.
4. Factors of weakening cognitive abilities: age, stress, illness, drugs.
5. Quality of life and cognitive aging.
6. Cognitive empowerment from life-long perspective: cognitive training and cognitive rehabilitation.
7. Training and rehabilitation of specific cognitive abilities.
8. Transfer of cognitive abilities.
9. Setting objectives and the development of cognitive training and rehabilitation programmes.
10. Remediation approach. Compensation approach.
11. Integrative approach
12. Individual and group interventions.
13. Maintaining the effects and effectiveness of the program.
14. Presenting individual and group training results.
15. Evaluation of the designed procedures and tasks. Evaluation of the teaching and the teachers' work.

## Literature



Wilson, B. A., Gracey, F., Evans, J. J., Bateman, A. Neuropsychological Rehabilitation: Theory, Models, Therapy and Outcome., New York, NY: Cambridge University Press



Wilson, B. A., Glisky, E.L. Memory Rehabilitation: Integrating Theory and Practice., New York, NY: The Guildford Press



Sohlberg, M. M., Mateer, C. A. Cognitive Rehabilitation: An Integrative Neuropsychological Approach., New York, NY: The Guildford Press



Oddy, M., Worthington, A. Rehabilitation of Executive Disorders: A guide to theory and practice., Oxford, UK: Oxford University Press.



# New Media and Digital Marketing

76156



## Lecturer in Charge



Doc. dr. sc.  
Jelena Jurišić

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	30

## Course Description

The goal of the programme is to explain to the students the basic laws of growth and development of digital media and marketing, and how they are interwoven with sociologic and business phenomena that they face every day. Through lectures and exercises, the students will learn basic concepts related to digital marketing, business strategy and marketing in digital media and learn basic business terminology.

## Course Type

» Communication Sciences (Study) (specialist working group 1., 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, identify and explain on specific examples the basic information technology rules and the consequences arising from them.
2. Define, explain and apply the business 'long tail' concept.
3. List, identify and explain all the elements of the diffusion of innovations curve.
4. Define and devise a specific media communication plan for a product or a service on digital media platforms.
5. Identify the specificities of individual social networks and the marketing tools that are used on them.
6. Explain the business operations of Google and the benefits of their business model for business operations on the Internet.
7. Identify and theoretically explain the substitution and scalar media technology.

## General Competencies

Define, describe and evaluate new media and digital marketing, their relationship and the central problems. Apply, classify and distinguish professional terminology. Individually or in teams conduct scientific research in the field of communicology with the help of modern scientific-research methods and write scientific papers in a clear and organized manner. Expertly and professionally apply the acquired specialist theoretical and practical knowledge in practical work.

## Grading

50% seminar assignment, 50% exam

## Week by Week Schedule

1. Basic concepts of business on the Internet;
2. generation x, y and z;
3. long tail;
4. cyberology;
5. diffusion of innovations;
6. digital communications strategy, marketing strategy;
7. devising communications plan;
8. devising digital marketing plan;
9. marketing agency business operations;
10. management and communication in social networks;
11. business operations in social networks;
12. digital PR and viral campaigns;
13. marketing on social networks;
14. contextual advertising;
15. personalized digital marketing;

## Literature



Chris Anderson (2008). Dugi rep, Zagreb: Naklada Jesenski i Turk



W. Chan Kim Renée Mauborgne (2007). Strategija plavog oceana, Zagreb: Masmmedia, Poslovni dnevnik



Gary Vaynerchuk (2011). Ekonomija zahvalnosti, Zagreb: Znanje

# Non-Classical Logics

95332



## Lecturer in Charge



Prof. dr. sc.  
Srećko Kovač

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Prof. dr. sc. Srećko Kovač

## Course Description

To give students an insight into basic types, characteristics and methods of non-classical logics, and into their main motivation and purpose; to give students a basic orientation in the relationship of non-classical logics to some main epistemological and ontological questions; to show a possible application of non-classical logics to the reasoning on different grades of the construction of a theory.

## Course Type

- » Science Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe basic distinctions between paracomplete (intuitionistic) and inconsistency-tolerant logics
2. Interpret the scope and limits of the validity of classical logical laws)
3. Define and demonstrate the main specific features of single non-classical logics (intuicionistic, C-logics, discussive logic, three-valued and Belnap's four-valued logics)
4. Explain and build an intuitionistic tableau and many-valued matrix
5. Explain the purpose, meaning, and application of singular non-classical logics

## General Competencies

After successfully finished course students will be able to (1) describe and interpret, by formal logical means, characteristics of the main stages in the process of the construction of a theory, (2) apply formal logical means in the discussion of the basic epistemological and ontological problems.

## Grading

During the course, at each meeting short assignments are being written (for + or – mark) with the possibility of the joint work, during the semester three individual assignments are written (for a numeric mark). By written assignments and written exam mainly technical skills are checked, whereas at the oral exam the understanding of concepts and problems is checked.

## Week by Week Schedule

1. The distinction between classical and non-classical logics, 1+1
2. Aristotle's logic between classical and non-classical logics, 1+1
3. The conditional and positive fragment of intuitionistic logic, 1+1
4. Propositional minimal intuitionistic logic, 1+1
5. Tableau for minimal intuitionistic logic, 1+1
6. Kripke's intuitionistic models, 1+1
7. Intuitionistic and classical logic, intermediate logics, 1+1
8. Intuitionistic first-order logic, 1+1
9. C-logics i C-minimal logic, 1+1
10. Ci logics, 1+1
11. Discussive logics between intuitionistic and C-logics, 1+1
12. Tableau in discussive logic, 1+1
13. Łukasiewicz's three-valued logic, 1+1
14. Kleene's weak three-valued logic, LP logic and Belnap's four-valued logic, 1+1
15. The law of excluded middle and constructivism (Leibniz, Bošković, Gödel), 1+1

## Literature



Priest, Graham (2008). *An Introduction to Non-Classical Logic*. 2. izd. (str. 103-220, 421-563), Cambridge University Press: Cambridge



Gabbay, D.; Guentner, F. (2002). *Handbook of Philosophical Logic*, 2. izd., sv. 5 (str. 1-115), Kluwer



Haack, S. (1996). *Deviant Logic, Fuzzy Logic*, The University of Chicago Press: Chicago



Wansing, H. (2001). *Essays on Non-Classical Logic*, World Scientific: New Jersey

# Oral Latin

94511



## Lecturer in Charge



Doc. dr. sc.  
Šime Demo

ECTS Credits	4.0
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English Level	L1
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant  
Angela Crnobrnja

## Course Description

Command of basic Latin vocabulary, morphology, syntactic structures and phraseology; written and oral communication in Latin; the ability to communicate in Latin at the living Latin conferences, following journals written in Latin.

## Course Type

» Croatian Latinity (Study) (required course, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Write a letter in Latin
2. Write and tell one's own CV in Latin
3. Write a text about a set topic
4. Use acquired vocabulary
5. Assess one's own level of linguistic competence, as well as that of others
6. Analyze spoken texts

## General Competencies

Use acquired vocabulary. Analyze spoken texts

## Grading

Class attendance, active participation in the classes, preparation for the classes, seminary papers

## Week by Week Schedule

1. Introduction, literature, paper assignments, salutation formulas
2. Vocabulary 1 (De vita scholastica)
3. Reading and working on selected chapters of Familia Romana (Epistula magistri)
4. Vocabulary 2 (De otio)
5. Reading of a selected letter (e.g. Vrančić), writing a letter to the family or friends
6. Vocabulary 3 (De cibis deque potionibus)

7. Reading and working on selected chapters of Familia Romana, talk on a selected topic (Convivium, Inter pocula)
8. Vocabulary 4 (De officiis)
9. Reading a biography (e.g. S. Crijević, Puer Romanus), writing a biography
10. Vocabulary 5 (De vita cotidiana)
11. Talk 20 (Colloquia personarum)
12. Vocabulary 6 (De libris)
13. Talk 24 (Colloquia personarum)
14. Vocabulary 7 (De arte poetica deque grammatica)
15. Reading and working on selected chapters of Familia Romana, talk on a selected topic (De arte poetica, Ars grammatica)

## Literature



Hans H. Oerberg: (2005). *Lingua Latina per se illustrata*, pars I. Familia Romana, pars II. Roma aeterna - odabrana poglavlja i razgovori, Domus Latina, Grenaa, Denmark



R.B. Appleton, W.H.S. Jones (1913). *Lingua Latina - Puer Romanus*, Clarendon Press, Oxford



V. Vratović i V. Gortan (1969). *Hrvatski latinisti /Croatici auctores qui Latine scripserunt*, Zora, Zagreb



AA.VV. *Adulescens i Iuvenis - commentarius nubeculatus Latine scriptus - odabrani dijelovi*, izdanja ELI, <http://www.elimagazines.com>

# Overview of Latinity in the Age of Humanism and the Renaissance

118518



## Lecturer in Charge



Prof. dr. sc.  
Pavao Knezović

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

To acquaint students with the European and Croatian latinists and their works (15th-16th centuries).

## Course Type

» Croatian Latinity (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify writers and early modern latin works from the pre-renaissance and renaissance era.
2. Evaluate European and Croatian latinists of the pre-renaissance and renaissance era.
3. Assess opus of Croatian latinists in the context of Croatian and European early modern latin literacy.
4. Define peculiarities of the pre-renaissance and renaissance literacy in latin language.
5. Analyze works of the pre-renaissance and renaissance era.
6. Describe characteristics of genres which are specific for the pre-renaissance and renaissance era.

## General Competencies

Assess opus of Croatian latinists in the context of Croatian and European early modern latin literacy.

Define peculiarities of the pre-renaissance and renaissance latin literacy.

## Grading

The engagement and work of students is being followed during the whole semester. Final grade: 20% class attendance, 20 % colloquium, 20 % written exam, 40% oral exam.

2. Early modern latin literacy: main features, distribution and divisions.
3. Early modern latin literacy: main features, distribution and divisions.
4. An overview of pre-renaissance and renaissance latin literacy in Italy, Hungary, Germany, Poland, Holland, Portugal and Spain, France, Scotland i England.
5. Overview of pre-Renaissance and Renaissance Latin literature in Italy, Hungary, Germany, Poland, Netherlands, Portugal and Spain, France and Scotland and England.
6. Croatian latinists of the 15th century: P. P. Vergerius, I. Stojković, N. of Modruss, I. Vitez, Jannus Panonnius, J. Šižgorić, J. Divnić, K. Čipiko.
7. Croatian latinists of the 15th century: P. P. Vergerius, I. Stojković, N. of Modruss, I. Vitez, Jannus Panonnius, J. Šižgorić, J. Divnić, K. Čipiko.
8. Croatian latinists of the first half of the 16th century: J. Dragišić, F. Petančić, F. Niger, F. T. Andreis, L. Crijević, Š. Kožetić, V. Pribojević, T. Niger, F. Božičević, K. Ranjina, D. Buća, M. Andreis, M. Marulić, I. S. Polikarp, J. Bunić, I. Crijević, D. Beneša, I. Bolica, L. Paskalić.
9. Croatian latinists of the first half of the 16th century: J. Dragišić, F. Petančić, F. Niger, F. T. Andreis, L. Crijević, Š. Kožetić, V. Pribojević, T. Niger, F. Božičević, K. Ranjina, D. Buća, M. Andreis, M. Marulić, I. S. Polikarp, J. Bunić, I. Crijević, D. Beneša, I. Bolica, L. Paskalić.
10. Croatian latinists of the first half of the 16th century: J. Dragišić, F. Petančić, F. Niger, F. T. Andreis, L. Crijević, Š. Kožetić, V. Pribojević, T. Niger, F. Božičević, K. Ranjina, D. Buća, M. Andreis, M. Marulić, I. S. Polikarp, J. Bunić, I. Crijević, D. Beneša, I. Bolica, L. Paskalić.
11. Croatian latinists of the Reformation: M. Grbić, M. Vlačić and A. Dudić.
12. Croatian latinists of the Reformation: M. Grbić, M. Vlačić and A. Dudić.
13. Croatian latinists of the second half of the 16th century: A. Vrančić, S. Brodarić, B. Đurđević, D. Zavorović, F. Vrančić, N. Brautić, F. Petrić, P. Skalić.
14. Croatian latinists of the second half of the 16th century: A. Vrančić, S. Brodarić, B. Đurđević, D. Zavorović, F. Vrančić, N. Brautić, F. Petrić, P. Skalić.
15. Croatian latinists of the second half of the 16th century: A. Vrančić, S. Brodarić, B. Đurđević, D. Zavorović, F. Vrančić, N. Brautić, F. Petrić, P. Skalić.

## Literature



prir. V. Gortan i V. Vratović (1969). *Pisci 15. i 16. stoljeća* Croatici auctores qui Latine scripserunt (auctores saec. XV et XVI), u: *Hrvatski latinisti*, knj. I., 115-707, Zagreb



Darko Novaković (1994). *Latinsko pjesništvo hrvatskog humanizma*, 53-114, Zagreb



Juraj Šižgorić (1966). *Elegije i pjesme*, (Hrvatski latinisti, knj. 6.), Zagreb



Ivan Česmički (1951). *Pjesme i epigrami*, (Hrvatski latinisti, knj. 2), Zagreb



Jakov Bunić (1978). *De raptu Cerberi*, (Hrvatski latinisti, knj. 9), Zagreb



# Overview of Latinity in the Post-Renaissance Period

118519



## Lecturer in Charge



Izv. prof. dr. sc.  
Tamara Tvrtković

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The aim of the course is chronological overview of Latinity in the Post-Renaissance period and identify the most significant writers and works. The occurrence of certain genres are placed in a particular historical period and are explained within the context of historical events. Also the Croatian Latinity placed in the context of European Latinity.

## Course Type

» Croatian Latinity (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify characteristics of literary works of post-renaissance period
2. List the main representatives of post-renaissance period
3. Recognize the genres that occur in the post-renaissance period
4. Describe a series of Croatian authors and works in Latin of the Middle Ages to the present day
5. Compare Croatian and European Latinity
6. Analyze the ancient impacts on literature of post-renaissance period

## General Competencies

List the representatives authors and works post-renaissance period with special reference to Croatian Latin, compare Croatian and European Latin, placed the authors and work in historical context

## Grading

Written and oral exam

## Week by Week Schedule

1. Historical Overview of 17th-19th century, placing literature of Croatian Latinity of this period in the context of historical events, the main characteristics of literary periods, European representatives.
2. Prose 17th century I: Historiography (definition and representatives of Croatian Baroque Slavism and Illyrian theory: Mrnavić, Orbini, Rattkay, Vitezović); "father of Croatian historiography": Ivan Lučić

3. Prose 17th Century II: biography and hagiography, banology (main representatives and their works: Mrnavić, Gradić, Levakovic, Vitezović, Rattkay)
4. Prose 17th Century III: specialization Latin by sciences (theology, philosophy, law and natural sciences - de Dominis, Faust Vrančić), rhetorical activity, the first grammars and dictionaries (Kašić, Mikalja)
5. Poetry 17th century (the religious and spiritual); topics lyric poems, epics and epigrams (characteristics and main representatives: K. Vičić B. Rogačić S. Mladinić);
6. Poetry 18th century I: poetry and epigrams (Kunić, Ferić, Hidža, Rastić, Đurđević)
7. Poetry 18th Century II: didactic epics (philosophical and historiographical) Translation (theory of translation, translation from classical languages into Croatian and vice versa)
8. The impact of Dubrovnik on 18th century literature : R. Kunić, J.R Bosković, B. Stay and B.Zamanja
9. Interdisciplinarity in the 18th century: coherence between various scientific disciplines and research directions
10. Biobibliographers and historians 18th century: important documents for literary history
11. Questions of language in the 18th Century: Review of vocabularies and grammars
12. Other impacts (literary and marginal literary genres: the visitation, annals, chronicles)
13. The awakening of national consciousness and the abolition of Latin as the official language: influences on literature
14. A review of literature in Latin: 19th and 20 century
15. Synthesis

## Literature



Darko Novaković (2003). Hrvatski latinizam u XVII. stoljeću, u knj. Hrvatska i Europa Barok i prosvjetiteljstvo sv. 3. (ur. I. Golub), 551-563; HAZU - Školska knjiga



Vladimir Vratović (2003). Hrvatski latinizam u XVIII. stoljeću, u knj. Hrvatska i Europa Barok i prosvjetiteljstvo sv. 3. (ur. I. Golub), 565-575; HAZU - Školska knjiga



P. Knezović, "Pregled hrvatskog latiniteta od sabora u Cetingradu 1527. do sabora u Požunu 1790." Hrvatsko-mađarski odnosi 1102-1918., Zagreb, 2004., 191-198;



Darko Novaković (1999). Hrvatska novolatinska književnost od 15. do 17. stoljeća, u knj. Introduzione allo studio della lingua, letteratura e cultura croata (ur. F. Ferluga Petronio), 165-176;



Pavao Knezović (1999). Hrvatski latinisti 18. i 19. stoljeća, ibid, 177-189.

# Overview of Medieval Latinity

118521



## Lecturer in Charge



Prof. dr. sc.  
Pavao Knezović

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Marko Jerković, dr. sc.

## Course Description

This course aims to provide students with knowledge about latin literary heritage, European and Croatian. Students will be acquainted with various types and peculiarities of medieval Latin literature. They will be encouraged to analyse characteristically medieval genres and to analyse their features in comparative perspectives. The aim is also to train students to interpret medieval narrative, epigraphic and diplomatic sources.

## Course Type

» Croatian Latinity (Study) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze texts of various representatives of Croatian medieval latinity
2. Explain diplomatical, epigraphical and normative sources of Croatian medieval period
3. Describe stylistic features of medieval latin literature
4. Compare characteristics of Croatian latinity with latinity of other European areas
5. Describe genres of medieval literature
6. Analyze narative texts

## General Competencies

After finishing the programme student will be able to:

analyze linguistic characteristics and content of latin materials,  
comment on latin text,  
describe main works of Croatian latin heritage,  
compare main features of genres,  
define stylistic literature features of specific eras,  
analyze latin poetry

## Grading

Duties: class attendance,  
Exam: 40% written exam; 60% oral exam

## Week by Week Schedule

1. General characteristics of medieval Latinity.
2. Early medieval Latinity.
3. Croatians' first contacts with Latinity.
4. Medieval literate renaissances (Carolingian, Ottonian and the 12th Century Renaissance).
5. Epigraphy.
6. Church books.
7. Medieval genres.
8. Legends, hagiography and vitae.
9. "Life of St John of Trogir" (hagiography).
10. "Genealogy of Bar" (Chronicle by priest from Duklja)
11. Chronicles and chroniclers: "Miha de Barbezanis" and "A Cutheis tabula"
12. Medieval memoriale: Paulus de Paulo
13. "Obsidio Iadrensis": an analysis
14. Thomas Archdeacon: "Historia Salonitana"
15. Medieval chanceries

## Literature



S. Hosu, Srednjovjekovna latinska književnost, u: Povijest svjetske književnosti, knj. 2., Zagreb, 1977., 347-399.



R. Katičić, Litterarum studia, Književnost i naobrazba ranoga hrvatskoga srednjovjekovlja, Zagreb, 1998.



R. Katičić, Toma Arhiđakon i njegovo djelo, u: Toma Arhiđakon, Historia Salonitana, Split, 2003.



Pavao Knezović, Ranosrednjovjekovni latinitet", u: Hrvatska u doba kneza Branimira, Zadar, 2002., 173-193.



Matijević Sokol, Mirjana, Latinska epigrafička baština, Hrvatska i Europa: kultura, znanost i umjetnost. Srednji vijek i renesansa (XIII.-XVI. stoljeće), Zagreb, 2000., str. 105.-125.

# Overview of the History of Croatian Literature

57149

## Lecturer in Charge



Doc. dr. sc.  
Davor Piskač

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30
	15
	15

Teaching assistant  
Doc. dr. sc. Davor Piskač

## Course Description

The aim of the course is to train students as lecturers of the Croatian literature in primary and secondary schools.

## Course Type

- » Teaching Stream (Croatian Studies Profile) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe, identify and define the features of a particular literary period.
2. Describe, express and transfer an information about the meaning of a text.
3. Prepare the learners to learn, connect the knowledge and explain the interpreted texts
4. Analyze and distinguish individual parts of texts, point them out and when necessary compare with other texts
5. Analyze, pose a hypothesis and formulate, compose and write the synthesis of the elements of the text which is studied in the class
6. Distinguish, evaluate and assess the learners and support the decision in this regard with arguments.

## General Competencies

The overview of the history of Croatian literature is a part of the teaching of literature in primary and secondary schools. In terms of the taught subject matter it presents extremely important cultural knowledge about the development of the human spirit. With regard to human rights it raises the awareness of the relationships in the society, the family and the internal psychological processes of the individual. After finishing the course "Overview of the History of Croatian Literature", the students will be able to: notice the differences in terms of content and meaning in the field of literature and culture. This will contribute to the development of their cognitive skills and aesthetic sensitivity. As a result, the students will be able to better and more fully understand the traditional and contemporary culture across a diachronic and synchronic overview.

## Grading

**STUDENT OBLIGATIONS** Class attendance is obligatory (minimum of 70%); Students are obliged to actively participate in classes; Students are obliged to write two essays; **ECTS CREDITS:** Class attendance 1 credit, class activity 1 credit, first essay 1,5 credits, second essay 1,5 credits; **GRADING AND EVALUATION:** Student class attendance and participation are graded – exam essays. **ATTENDANCE AND ACTIVITY:** Students are required to attend classes (minimum of 70%) in order to qualify for grading. For ten points from activity the students shall receive a higher grade by one. **ESSAYS** Students are obliged to write two essays. The first essay must be submitted to the address [kroatologija@gmail.com](mailto:kroatologija@gmail.com) by 15/06/2014 at the latest. The second essay must be submitted to the address [kroatologija@gmail.com](mailto:kroatologija@gmail.com) by 15/06/2014 at the latest. There are three available topics for the first essay: 1. The influence of Croatian miracles and legends on the Croatian Renaissance literature; 2. The influence of the Renaissance on the Croatian Baroque literature; 3. The development of the Croatian patriotic literature in the literature of the Enlightenment and the National Revival. The students may choose from three topics for the second essay: 1. Comparative presentation of the fatal woman characterization in Croatian literature of Realism, Moderna and Avant-garde; 2. The attitude of the social system towards an individual in the Croatian literature between wars; 3. The influence of the Croatian fantastical writers on the Croatian contemporary literature. **ESSAY GRADING AND POINTS:** Each essay should have between 1200 and 1500 words (3-4 pages). Each essay shall receive between 1 and 10 points. An essay may not receive more than the maximum number of points from the presented areas: 1. Knowledge of the theoretical literature 2 points 2. Good understanding of the topic 2 points 3. Good knowledge of the context surrounding the topic 1 point 4. Good use of professional language and expression 1 point 5. Systematically supported facts and meaning 2 points 6. Originality of ideas and their presentation and support 2 points. Essays are graded in the following manner: 6 points - sufficient (2), 7 and 8 points - good (3), 9 points – very good (4), 10 points – excellent (5).

## Week by Week Schedule

1. Course details elaborated according to the schedule of teaching
2. The concept of Croatian literature and of literary periods
3. The beginnings of the Croatian literature, medieval literature (reading: the Baska Tablet)
4. Renaissance (reading: Petar Hektorović: "Ribanje i ribarsko prigovaranje" [Fishing and Fishermen's Talk])
5. Baroque (reading: I. Gundulić: "Suze sina razmetnoga" [The Tears of the Prodigal Son])
6. Enlightenment and Classicism (reading: M.P. Katančić: "Jesenji plodovi" [Fruits of Autumn])
7. Croatian Romanticism (National Revival and Ilyrism) (reading: I. Mažuranić: "Smrt Smail age Čengića" [The Death of Smail-aga Čengić])
8. Protorealizam (Age of Šenoa) (reading: A. Šenoa: "Zlatarovo zlato" [Goldsmith's gold])
9. Realism (reading: A. Kovačić: "U registraturi" [In the Registrar's Office])
10. Moderna (reading: A. G. Matoš: "Camao")
11. Avant-garde (reading: A. B. Šimić: "Preobraženja" [Metamorphoses], collection of poems)
12. Literature between wars (reading: Miroslav Krleža: "Gospoda Glembajevi" [The Noble Glembays])
13. Second Moderna (reading: Ranko Marinković: "Kiklop" [Cyclops])
14. The fantastical period (reading: Goran Tribuson: "Zvijezda kabarea" [Star of the Cabaret])

15. Contemporary Croatian literature (Julijana Matanović: "Knjiga od žena, muškaraca, gradova i rastanaka" [Book of women, men, cities and goodbyes])

## Literature



Slobodan Prosperov Novak (2003). Povijest hrvatske književnosti, Golden marketing TK, Zagreb

# Overview of the History of World Literature

57148



## Lecturer in Charge



Doc. dr. sc.  
Davor Piskač

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30
	15
	15

Teaching assistant  
Doc. dr. sc. Davor Piskač

## Course Description

The aim of the course is to train students as lecturers of the world literature in primary and secondary schools.

## Course Type

- » Teaching Stream (Croatian Studies Profile) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe, identify and define the features of a particular literary period.
2. Explain, express, recount and transfer the information about the meaning of text.
3. Prepare the learners to learn, connect the knowledge and explain the interpreted texts.
4. Analyze and distinguish individual parts of texts, point them out and when necessary compare with other texts
5. Present and pose a hypothesis and formulate, compose and write the synthesis of the elements of the text which is studied in the class
6. Distinguish, evaluate and assess the learners and support the decision in this regard with arguments.

## General Competencies

The overview of the history of world literature is a part of the teaching of literature in primary and secondary schools. In terms of the taught subject matter it presents extremely important cultural knowledge about the development of the human spirit. With regard to human rights it raises the awareness of the relationships in the society, the family and the internal psychological processes of the individual. After finishing the course "Overview of the History of World Literature", the students will be able to: notice the differences in terms of content and meaning in the field of literature and culture. This will contribute to the development of their cognitive skills and aesthetic sensitivity. As a result, the students will be able to better and more fully understand the traditional and contemporary culture across a diachronic and synchronic overview.



## Grading

**STUDENT OBLIGATIONS** Class attendance is obligatory (minimum of 70%); Students are obliged to actively participate in classes; Students are obliged to write two essays; **ECTS CREDITS:** Class attendance 1 credit, class activity 1 credit, first essay 1,5 credits, second essay 1,5 credits; **GRADING AND EVALUATION:** Student class attendance and participation are graded – exam essays **ATTENDANCE AND ACTIVITY** Students are required to attend classes (minimum of 70%) in order to qualify for grading. For ten points from activity the students shall receive a higher grade by one. **ESSAYS** Students are obliged to write two essays. The first essay must be submitted to the address [kroatologija@gmail.com](mailto:kroatologija@gmail.com) by 15/11/2013 at the latest. The second essay must be submitted to the address [kroatologija@gmail.com](mailto:kroatologija@gmail.com) by 13/12/2013 at the latest. There are three available topics for the first essay: 1. The influence of antiquity on the Medieval, Renaissance and Baroque literature; 2. The character of a woman in the Medieval, Renaissance and Baroque literature; 3. The development of drama from the period of antiquity to the Enlightenment and Classicism. The students may choose from three topics for the second essay: 1. The conflict of reason and senses in the literature of Romanticism; 2. The attitude of the social system toward the individual in the literature of Realism; 3. The influence of the Avant-garde on the contemporary literature. **ESSAY GRADING AND POINTS:** Each essay should have between 1200 and 1500 words (3-4 pages). Each essay shall receive between 1 and 10 points. An essay may not receive more than the maximum number of points from the presented areas: 1. Knowledge of the theoretical literature 2 points 2. Good understanding of the topic 2 points 3. Good knowledge of the context surrounding the topic 1 point 4. Good use of professional language and expression 1 point 5. Systematically supported facts and meaning 2 points 6. Originality of ideas and their presentation and support 2 points. Essays are graded in the following manner: 6 points - sufficient (2), 7 and 8 points - good (3), 9 points - very good (4), 10 points - excellent (5).

## Week by Week Schedule

1. Course details elaborated according to the schedule of teaching
2. Calendar:
3. The concept of world literature and of literary periods
4. The beginnings of literature (reading: Gilgamesh)
5. Literature of antiquity (reading: Sophocles: Antigone)
6. Medieval literature (reading: Carmina Burana)
7. Renaissance literature (reading: Dante: Inferno)
8. Baroque literature (reading: Pedro Calderon de la Barca: Life Is a Dream)
9. Literature of Enlightenment and Classicism (reading: Moliere: The Miser)
10. Literature of Romanticism (reading: Goethe: The Sorrows of Young Werther)
11. Literature of Realism (reading: Dostoevsky: Crime and Punishment)
12. Literature of Moderna (reading: Charles Baudelaire: The Flowers of Evil)
13. Contemporary literature (reading: Alessandro Baricco: Ocean Sea)
14. Final knowledge assessment and grading
15. x

## Literature



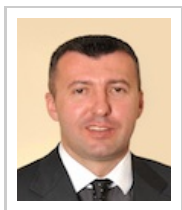
Milivoj Solar (2003). *Povijest svjetske književnosti.*, Golden marketing TK, Zagreb

# Pedagogy

53901



## Lecturer in Charge



Doc. dr. sc.  
Marjan Ninčević

ECTS Credits	4.0
English Level	L2
E-learning Level	L1
Study Hours	30

Lecturer  
Katarina Dadić

## Course Description

The course objective is to prepare a future teacher for performing the educator's job as a master of arts by providing pedagogic knowledge and skills qualification.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (required course, 2nd semester, 1st year)
- » Teaching Stream (Croatian Studies Profile) (required course, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (required course, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (required course, 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (required course, 2nd semester, 1st year)
- » Psychology (Study) (elective (teaching module), 2nd semester, 1st year)
- » Psychology (Study) (elective (teaching module), 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Interpret key pedagogic concepts (educate, educator, education, enculturation, acculturation, socialization, the science of education, educational authorities, educational role models etc.)
2. Interpret the scientific foundations of pedagogy
3. Differentiate between views of man and the according pedagogic procedures based upon or arising from them
4. Explain learning and teaching as parts of education
5. Classify different development theories in the framework of reflecting on and organizing education
6. Compare educational needs according to different theoretical backgrounds (natural sciences on education, social sciences and humanities on education, social problems in behaviour)
7. Summarize the content of certain educational policies
8. Test pedagogical thought in the face of contemporary pedagogic challenges
9. Analyze the relationship between education and pedagogy on the one hand and pedagogy and culture on the other

10. Identify the limits of education (characteristics, heritage, environment, human freedom, pedagogic optimism, pedagogic pessimism, pedagogic realism)

## General Competencies

At the level of the programme, General pedagogy makes students capable of: correctly interpreting the basic concepts of pedagogy, analysing pedagogic epistemology, comparing the perspectives on man from both philosophical and cultural standpoint, interpreting the interaction of education and pedagogy on the one hand and pedagogy and culture on the other.

## Grading

Students will be monitored in all three stages of the course delivery.

In the first stage, when the basic concepts of pedagogy are taught, the student's motivation is monitored based on active engagement in class, as well as regular attendance (20% of the final grade).

In the second stage, the student's individual and group work in research on a specific pedagogical problem, multimedia presentation and reporting on it in front of colleagues, and participating in the same assignment of other students are monitored (30 % of the final grade).

The third stage refers to the evaluation of the student's systematic knowledge of pedagogy by means of a written exam (15 questions) based on obligatory literature and professor's lectures (50% of the final grade).

Theoretical and partly practical competences acquired during this course serve as the basis for the systematic work in two ensuing Practical training courses (10 ECTS).

## Week by Week Schedule

1. The course content is delivered to students via power point presentations and various forms of animations, with the open possibility for the student to intervene whenever he or she feels the need to.
2. The educatee as the centre of not only education, but entire pedagogy. Various perspectives on man, from chemical materialism and different historical versions on the nature of man to the view shaped by different cultures and civilizations (European, Asian, African).
3. The possibility of and the need for education (education as an activity that creates both man and society, looked at from the point of view of different scientific disciplines and professions that all have contributed to the interdisciplinary approach in pedagogy as a science and the practice based upon it).
4. With maximum respect for education as a possibility and a need, limits of education are discussed as well, whereby both pedagogical optimism and pessimism are elaborated as an introduction to the informed opting for pedagogic interactionism, i.e. pedagogic realism.
5. Pedagogy as a distinct science (educational science or sciences, basic concepts of pedagogy, the difference between pedagogy and educational science(s), the objectives of pedagogy, the fields of educational sciences, pedagogy and related sciences (sociology, psychology, anthropology, neurosciences, biology), epistemological division: humanistic-scientific pedagogy, empirical educational science, critical educational science.

6. Pedagogy as a distinct science (educational science or sciences, basic concepts of pedagogy, the difference between pedagogy and educational science(s), the objectives of pedagogy, the fields of educational sciences, pedagogy and related sciences (sociology, psychology, anthropology, neurosciences, biology), epistemological division: humanistic-scientific pedagogy, empirical educational science, critical educational science).
7. Communication in education (relevant characteristics of education, education as the change of behaviour, intentional and functional learning, education as interpersonal activity, education as social interaction, education as social communication, education as purposeful help in learning).
8. Learning and teaching as parts of education (learning as a pedagogic problem, education – the concept of human growing up, educational policy).
9. Theories of behaviour change in education (psychoanalysis, behaviourism, insight, defence mechanisms, urge, and libido).
10. Authority in education (authority as the triple relationship of the instructor, the subject, and the field; the difference between authority and authoritarianism, the relationship between paedocentrism and types of authority, educational models, who is an ideal educator).
11. Four to five classes are entirely dedicated to student research projects and the presentation of their seminar papers, with stronger focus on educational practice (highly talented and disabled persons in education, problematic behaviour of educatees in education and schooling, still insufficiently explored man, alternative education, different degrees of education and schooling etc.).
12. New challenges facing pedagogy (concern about its scientism, education and its references, interaction of education and pedagogy, interaction of pedagogy and culture).
13. New challenges facing pedagogy (concern about its scientism, education and its references, interaction of education and pedagogy, interaction of pedagogy and culture).
14. Authority in education (authority as the triple relationship of the instructor, the subject, and the field; the difference between authority and authoritarianism, the relationship between paedocentrism and types of authority, educational models, who is an ideal educator).
15. student research projects and the presentation of their seminar papers, with stronger focus on educational practice (highly talented and disabled persons in education, problematic behaviour of educatees in education and schooling, still insufficiently explored man, alternative education, different degrees of education and schooling etc.).

## Literature



Pranjić, M. (2001).  
Pedagogija: suvremena  
stremljenja, naglasci,  
ostvarenja, Hrvatski studiji  
Sveučilišta u Zagrebu



Profesorova predavanja koja  
svake godine donose novine  
s područja pedagoške  
publicistike vezano za  
odgajanja, odgoj,  
pedagošku znanost

# Pedagogy for Teachers

118629



## Lecturer in Charge



Prof. dr. sc.  
Marko Pranjic

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The course objective is to prepare a future teacher for performing the educator's job as a master of arts by providing pedagogic knowledge and skills qualification.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (required course, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (required course, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (required course, 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Interpret key pedagogic concepts (educate, educator, education, enculturation, acculturation, socialization, the science of education, educational authorities, educational role models etc.);
2. Interpret the scientific foundations of pedagogy;
3. Differentiate between views of man and the according pedagogic procedures based upon or arising from them;
4. Explain learning and teaching as parts of education;
5. Classify different development theories in the framework of reflecting on and organizing education;
6. Compare educational needs according to different theoretical backgrounds (natural sciences on education, social sciences and humanities on education, social problems in behaviour);
7. Summarize the content of certain educational policies;
8. Test pedagogical thought in the face of contemporary pedagogic challenges;
9. Analyze the relationship between education and pedagogy on the one hand and pedagogy and culture on the other;

10. Identify the limits of education (characteristics, heritage, environment, human freedom, pedagogic optimism, pedagogic pessimism, pedagogic realism);

## General Competencies

At the level of the programme, General pedagogy makes students capable of: correctly interpreting the basic concepts of pedagogy, analysing pedagogic epistemology, comparing the perspectives on man from both philosophical and cultural standpoint, interpreting the interaction of education and pedagogy on the one hand and pedagogy and culture on the other.

## Grading

Students personally register their attendance at every lecture, they check the record the following time, and lead discussions with the professor and colleagues (20% of the final grade). Students also conduct individual additional literature research on a specific pedagogical problem, report on it in front of all the students and lead a discussion about it, participate in seven similar projects of other students (40% of the grade) and take a written exam (15 questions) based on obligatory literature (40% of the grade).

## Week by Week Schedule

1. The educatee as the centre of not only education, but entire pedagogy. Various perspectives on man, from chemical materialism and different historical versions on the nature of man to the view shaped by different cultures and civilizations (European, Asian, African).
2. The possibility of and the need for education (education as an activity that creates both man and society, looked at from the point of view of different scientific disciplines and professions that all have contributed to the interdisciplinary approach in pedagogy as a science and the practice based upon it).
3. With maximum respect for education as a possibility and a need, limits of education are discussed as well, whereby both pedagogical optimism and pessimism are elaborated as an introduction to the informed opting for pedagogic interactionism, i.e. pedagogic realism.
4. Pedagogy as a distinct science (educational science or sciences, basic concepts of pedagogy, the difference between pedagogy and educational science(s), the objectives of pedagogy, the fields of educational sciences, pedagogy and related sciences (sociology, psychology, anthropology, neurosciences, biology), epistemological division: humanistic-scientific pedagogy, empirical educational science, critical educational science.
5. New challenges facing pedagogy (concern about its scientism, education and its references, interaction of education and pedagogy, interaction of pedagogy and culture).
6. Communication in education (relevant characteristics of education, education as the change of behaviour, intentional and functional learning, education as interpersonal activity, education as social interaction, education as social communication, education as purposeful help in learning).
7. Learning and teaching as parts of education (learning as a pedagogic problem, education – the concept of human growing up, educational policy).
8. Theories of behaviour change in education (psychoanalysis, behaviourism, insight, defence mechanisms, urge, and libido).

9. Authority in education (authority as the triple relationship of the instructor, the subject, and the field; the difference between authority and authoritarianism, the relationship between paedocentrism and types of authority, educational models, who is an ideal educator).
10. Student research projects and the presentation of their seminar papers, with stronger focus on educational practice (highly talented and disabled persons in education, problematic behaviour of educatees in education and schooling, still insufficiently explored man, alternative education, different degrees of education and schooling etc.).
11. Student research projects and the presentation of their seminar papers, with stronger focus on educational practice (highly talented and disabled persons in education, problematic behaviour of educatees in education and schooling, still insufficiently explored man, alternative education, different degrees of education and schooling etc.).
12. Student research projects and the presentation of their seminar papers, with stronger focus on educational practice (highly talented and disabled persons in education, problematic behaviour of educatees in education and schooling, still insufficiently explored man, alternative education, different degrees of education and schooling etc.).
13. Student research projects and the presentation of their seminar papers, with stronger focus on educational practice (highly talented and disabled persons in education, problematic behaviour of educatees in education and schooling, still insufficiently explored man, alternative education, different degrees of education and schooling etc.).
14. Student research projects and the presentation of their seminar papers, with stronger focus on educational practice (highly talented and disabled persons in education, problematic behaviour of educatees in education and schooling, still insufficiently explored man, alternative education, different degrees of education and schooling etc.).
15. Student research projects and the presentation of their seminar papers, with stronger focus on educational practice (highly talented and disabled persons in education, problematic behaviour of educatees in education and schooling, still insufficiently explored man, alternative education, different degrees of education and schooling etc.).

## Literature



Flitner, W. (1997).  
Allgemeine Pädagogik,  
Klett-Cotta



Gudjons, H. (1993).  
Pedagogija: temeljna znanja,  
Educa



Pranjić, M. (2001).  
Pedagogija: suvremena  
stremljenja, Hrvatski studiji

# Personality Psychology

57111

## Lecturer in Charge



Izv. prof. dr. sc.  
Josip Burušić

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	30
	15

## Teaching assistant

Izv. prof. dr. sc. Josip Burušić

## Course Description

The aim of the course is to familiarize students with the most important areas and topics of personality psychology, and enable them to establish their future professional work with individuals and groups on scientific knowledge in the psychology of personality so that they are able to integrate knowledge from different parts of psychology that relate to the area of the personality of the individual.

A further objective of the subject is reflected in the development of student competencies analysing, explaining and understanding human behaviour through the most important concepts and findings of personality psychology.

## Course Type

» Psychology (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List and describe different approaches to the study of particular phenomena within the personality.
2. Define different approaches to the study of particular phenomena within the personality.
3. List and describe contemporary research insights on specific phenomena that under consideration within the psychology of personality.
4. Analyze individual phenomena and establish their interrelatedness
5. Analyze human experience and behavior in terms of the most important concepts of personality psychology.
6. Explain and understand human experience and behavior in terms of the most important concepts of personality psychology.
7. Argue and publicly present their views on particular phenomena in personality psychology.
8. Assess critically certain insights of psychology of personality
9. Apply modern insights in their professional work
10. Develop an awareness of necessity for continued efforts to improve their knowledge in the field of personality psychology.



## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

## Grading

The final student's grade is determined by the final exam. Provisional grade with which a student comes to the examination term is formed over the course of the subject in a way that a score is kept individual student activities. The maximum number of points that a student can achieve in certain activities is:

Participation (arrivals + activities) 15 points (10 +5)

Exam / colloquium 50 points

Independent analysis of the activity in the form of research papers: 35 points

The collected points are converted into a temporary assessment as follows:

51-60 points --- sufficient (2)

61-75 points --- good (3)

76-90 points --- very good (4)

91-100points --- excellent (5)

## Week by Week Schedule

1. What is a contemporary approach to personality?
2. Biological fundamentals of personality: evolutionary psychology of personality
3. Biological fundamentals of personality: behavioural genetics
4. Development and personality changes of an individual
5. Personality and emotions: Emotional intelligence
6. Social motivations
7. Goals
8. The concept of self
9. Self-respect
10. Private and public in human behaviour
11. Individual in interpersonal situations - self-revelation
12. Awareness of self
13. Self-presentation. Shyness
14. Social anxiety
15. Personal welfare

## Literature



Burušić, J. (2008). Psihologija ličnosti, (skripta), Zagreb: Hrvatski studiji



Burušić, J. (2007). Samopredstavljanje: taktike i stilovi, Jastrebarsko: Naklada Slap



Pervin, L. A.; John, O. (ur.) (1999). Handbook of Personality. Theory and Research. (Poglavlja 1, 7, 9, 11, 12, 14, 19, 20, 21, 26, 28). New York/London: The Guilford Press

# Philosophical Hermeneutics

79384

## Lecturer in Charge



Prof. dr. sc.  
Ivan Kordić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Prof. dr. sc. Ivan Kordić

## Course Description

It is the objective of the course to provide students with an insight into the main features and concepts of philosophical hermeneutics, such as: historical development of hermeneutics, hermeneutics of the text, hermeneutics as the universal philosophy, hermeneutics and phenomenology, hermeneutics as successor of traditional metaphysics, hermeneutical opposition to other contemporary philosophical orientations (analytic philosophy, scientism, positivism, naturalism).

## Course Type

- » Science Stream (Philosophy Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List the elementary assumptions of the correct understanding of texts
2. Identify the fundamental characteristics of hermeneutics
3. Recognize the variety of possible ways to understand reality
4. Differentiate traditional from current hermeneutics
5. Assess the universality of the philosophical hermeneutics
6. Differentiate philosophical hermeneutics from other contemporary philosophical disciplines

## General Competencies

Students will be able: (1) to recognize the historical dimension of numerous philosophical problems and questions, and (2) to apply the knowledge acquired in the course – especially the hermeneutical principles of text interpretation – when dealing with other philosophical disciplines (e.g. metaphysics and aesthetics).

## Grading

On the basis of participation in seminar discussions and oral exam.

## Week by Week Schedule

1. Course presentation
2. The concept of hermeneutics
3. Hermeneutics through history
4. The question of the meaning of contemporary hermeneutics
5. Hermeneutics as the universal philosophy
6. Heidegger's Being and Time
7. Heidegger's understanding of hermeneutics
8. Heidegger's destruction of the metaphysics
9. Understanding texts and tradition
10. Gadamer's Truth and Method
11. The innovativeness of Gadamer's hermeneutics
12. Hermeneutics and social theory
13. Habermas's criticism of Heidegger and Gadamer
14. Reflections of hermeneutics in French postmodernism
15. Closing discussion

## Literature



J. Zovko (ur.) (2005). Klasici hermeneutike, Hegelovo društvo, Zadar



H.-G. Gadamer (2002). Čitanka, Matica hrvatska: Zagreb



H.-G. Gadamer (1978). Istina i metoda, Veselin Masleša: Sarajevo



M. Heidegger (1988). Bitak i vrijeme, Naprijed: Zagreb



R. Thurnher (2004). Hermeneutička fenomenologija kao angažman, Matica hrvatska: Zagreb

# Philosophy and Culture: Croatia in the European Context

57138



## Lecturer in Charge



Doc. dr. sc.  
Marinko Šišak

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

To introduce students with the basic characteristics of philosophy, its origins, cultural definitions and significance of spiritual and material life and identity of a nation. Insights into the key features and thinkers in the history of Croatian philosophy will show the interrelationship of Croatian philosophy with the whole western European thought and compatibility with the main trends in this opinion.

## Course Type

» Science Stream (Croatian Studies Profile) (kro-dipl (4422): elective courses 1, 2nd semester (science stream), 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze main cultural and philosophical processes of European culture
2. Distinguish the main determinants of European culture and elements of Croatian culture that belong to the whole
3. Analyze key contributions Croatian philosophy and culture in creating a European cultural space.
4. Explain most belonging Croatian philosopher European spiritual and cultural tradition

## General Competencies

Understanding the possibility of interpreting the relationship between philosophy and culture. Arguments to explain the correlation Croatian philosophical and cultural heritage with European.

## Grading

Students will be monitored through the presentation of seminar papers related to the subject matter as agreed with the teacher. Evaluate the will to continue their participation in the activity in the discussions and mastery of recommended literature.

## Week by Week Schedule

1. Philosophy and nation.
2. Cultural-historical characteristics of Philosophy.
3. Philosophy towards other social sciences and humanities.
4. Culture and Theories of Culture.
5. Development of the concept of Europe from the Middle Ages to today
6. Basic characteristics of Croatia towards other European cultures.
7. Ecclesiastical orders and the development of Croatian culture.
8. The role of Italian and other universities in the education of Croatian humanist
9. Marulić and his reception in Europe.
10. Ivan Stojković and ecumenical Europe
11. Nikola Modruški and Croatian "Antiturcica"
12. Renaissance schooling and academies.
13. Reflection about Mediterranean town - Petris and Gozze
14. Stjepan Zimmerman and moral values of Europe
15. National institutions and their importance to the philosophy and culture

## Literature



Kruno Krstić (1968). Počeci filozofije u Hrvatskoj, Prilozi za istraživanje hrvatske filozofske baštine, 1-2 (1975), 11-20.



Albert Bazala (1937). O ideji nacionalne filozofije, Alma mater Croatica 8-10 (1937-1938)



Franjo Zenko (1984). Filozofijska tradicija i pojava tiskane knjige u Hrvata, Prilozi za istraživanje hrvatske filozofske baštine, IFZ 19-20 (1984): 15-24.



Hans Georg Gadamer (1997). Nasljeđe Europe, Matica hrvatska, Zagreb



D. Pejović (1992). Otvorenost hrvatske kulture, u: Duh i sloboda. Ogledi i rasprave, HFD, Zagreb, 1992: 161-172.

# Philosophy of Communication

64817



## Lecturer in Charge



Doc. dr. sc.  
Tomislav Janović

ECTS Credits	5.0
English Level	L2
E-learning Level	L2
Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Tomislav Janović

## Course Description

Systematically expose various manifestations and forms of communication. Point out the common elements of all forms of communication. Present two main theoretical models of the communication process and highlight their advantages and disadvantages. Succinctly present evolutionary conditions of origin and development of human communication. Highlight the most important social, technological and ethical aspects of communication and information revolution and the emergence of the networked society.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Highlight the principal claims from selected texts in communication theory.
2. Use basic vocabulary in the theory of communication.
3. Identify common elements of all forms of communication.
4. Distinguish between two founding theoretical models of the communication process; point out their strengths and weaknesses.
5. Show the most important evolutionary conditions for the origin and development of human culture and communication.
6. Describe the most important social, technological and ethical aspects of the communication-information revolution and the emergence of the networked society.

## General Competencies

Define, describe and evaluate the philosophy of communication. Apply, classify and distinguish professional terminology. Identify and interpret in an argued manner the interdisciplinary nature of communicology by linking the specific segments of the history and characteristics of communicology with the corresponding segments of the history and characteristics of humanities and social sciences; Conceptually clearly present different information and perspectives, and critically assess the credibility of claims, assumptions and arguments mediated through a variety of media. Think in an interdisciplinary manner and respect the various scientific methodologies and perspectives on specific issues and problems.

## Grading

Elements of the grade: regular attendance: 10%, class effort: 10%, independent work (a short paper on an assigned topic): 20%, written knowledge assessments or written exam: 40%, oral exam: 20%

## Week by Week Schedule

1. Agreement on the mode of work, knowledge assessment and the preconditions for obtaining signatures and grades. Brief introduction to the course.
2. Dealing with other minds: What is communication? What is communicated and in what way?
3. The diversity of communication forms and the specific nature of human communication. Expansion of commonsense (pre-theoretical) notion of communication: Is there a single definition and universal theory of communication?
4. The first model: communication as a coded transmission of information. Information, signal, code, sign, meaning.
5. The second model: communication as a transfer and recognition of intention. Intended meaning, interpretation, context.
6. Non-standard types of communication: animals, machines, aliens.
7. The evolution of communication and the development of human communication skills. Natural and social environment.
8. Genetic and memetic (symbolic) information transfer. The origins and development of culture.
9. Elaboration of code (semiotic) model of communication: sign and structure, sign and meaning, types of signs and sign systems.
10. Elaboration of code (semiotic) model of communication: the notion of representation and representation theory. Mental, linguistic and cultural representation. Semiotic analysis of complex messages of contemporary mass culture.
11. Elaboration of intentional communication models: the problem of reconstruction of communication intention. Implicit and explicit content of the message. The role of context and the term of relevance.
12. Mass communication, networked society and new media. The concept of communication/information revolution.
13. Mass communication and the creation of public opinion: from persuasion to manipulation.
14. The fundamental issues of information and communication ethics.
15. Recapitulation of the course subject matter and preparation for the exam.



## Literature



Blackmore, Susan (2005).  
Stroj za mem [poglavljja 1-4;  
6-8; 14, 16], Algoritam



Duck, Steve; David T.  
McMahan (2012). The Basics  
of Communication: A  
Relational Perspective, 2.  
izdanje, [str. 6-20],  
Thousand OaksLondon:  
Sage



Eco, Umberto (1973).  
Kultura, informacija,  
komunikacija, [prvo  
poglavlje («Svijet signala»);  
drugo poglavlje («Svijet  
smisla»): I.5-I.8; IV.1-IV.5],  
Beograd: Nolit



Floridi, Luciano (2010).  
Information: A Very Short  
Introduction, [str. 1-31.; 103-  
121.], OxfordNew York:  
Oxford University Press



Hall, Stuart (2013). The  
Work of Representation, u:  
S. Hall, J. Evans, S. Nixon  
(ur.) Representation:  
Cultural Representations  
and Signifying Practices, 2.  
izdanje, [str. 1-26.],  
Thousand OaksLondon:  
Sage

# Philosophy of Mind and Cognitive Science

53893

## Lecturer in Charge



Doc. dr. sc.  
Tomislav Janović

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

To give a historical overview of the main issues, concepts and theories of philosophy of mind: from Plato and Aristotle to Descartes, from Descartes to Ryle, and from Ryle to the present day to present the main positions on the mind-body relationship together with the main virtues and vices of these positions to lay out the conceptual foundations and empirical achievements of cognitive science and evolutionary psychology to advance the skills of philosophical analysis and argumentation (in both written and oral form) by interpretation and discussion of original texts.

## Course Type

» Philosophy (Study) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Use the basic theoretical vocabulary of philosophy of mind and cognitive science
2. Analyze simpler writings about the philosophy of mind and cognitive science and summarize their main problems and arguments
3. Evaluate the main theories and arguments of philosophy of mind and cognitive science; to identify the weaknesses of particular theoretical positions and lines of reasoning
4. List the most significant conceptual and empirical achievements of the contemporary scientific study of the mind/brain
5. Identify the relevance of the fundamental questions posed by the philosophy of mind for empirical disciplines dealing with human mental life or its behavioral manifestations (e.g. psychology, neuroscience, linguistics etc.)
6. Apply the learned concepts and logical-analytical tools in order to conduct a simpler research assignment in philosophy of mind

## General Competencies

to understand and extract the main points of graduate level philosophical texts to analyze and critically evaluate philosophical positions, theories and arguments in oral and written form; to identify weaknesses of particular arguments and theoretical positions to articulate, justify and defend ones own view on a philosophical problem, both in oral and written form to recognize the conceptual and methodological relatedness of philosophy of mind and cognitive science to other philosophical disciplines, both traditional (ontology, epistemology, logic) and contemporary (philosophy of language and philosophy of science) to apply concepts and technical terms of philosophy of mind and cognitive science to other philosophical fields and other disciplines of the humanities and the social sciences

## Grading

Grading: regular attendance: 10%, active participation in class (readings & discussions): 10%, presentation on given topic (15-20 minutes, power point & handouts): 20%, written exam (or two tests) 40% (20%+20%), oral exam: 20%.

## Week by Week Schedule

1. Basic information about the course, learning methods, students obligations, credits, and grading
2. Philosophy of mind, its subject, methods and historical development; mind/soul, mental states and their ontological status; folk- and scientific psychology
3. Ancient and medieval philosophy of mind: idealism, materialism, hylemorphism
4. Cartesian (interactionist) dualism
5. Post-Cartesian philosophy of mind: dualism without interaction (parallelism, occasionalism, epiphenomenalism), subjective and transcendental idealism; materialism of the Enlightenment
6. Psychological and philosophical behaviorism; Ryle's Ghost in the Machine
7. Theory of psychophysical identity
8. Written exam (1st test)
9. Functionalism
10. Instrumentalism and eliminativism
11. Unresolved problems of physicalism: intentionality and subjectivity of experience
12. Unresolved problems of physicalism: qualitative character of experience (qualia); explanatory gap and the problems of consciousness
13. Representational theory of mind, transcendental deduction and cognitive science
14. Modularity of mind, evolutionary psychology and neuroscience
15. Written exam (2nd test)

## Literature



Flanagan, Owen (1991). *The Science of the Mind*, 2. izdanje [str. 175-188; 202-206; 216-224; 258-262], MIT Press: Cambridge, Mass.



D. Pečnjak (ur.) (2005). *Godišnjak za filozofiju* (poglavlje: Berčić, Boran: "Um", str.133-216), Institut za filozofiju: Zagreb



Heil, John (2004). *Philosophy of Mind: A Contemporary Introduction* [poglavlja 1, 2, 3, 5, 6, 7, 9, 11, 12], Routledge: New York i London



Ryle, Gilbert (1949). *The Concept of Mind* [poglavlja 1 i 2], London



N. Miščević i N. Smokrović (ur.) (2001). *Računala, mozak i ljudski um*, Hrvatski kulturni dom: Rijeka

# Philosophy of Religion

79385



## Lecturer in Charge



Doc. dr. sc.  
Anto Pavlović

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Anto Pavlović

## Course Description

It is the objective of the course to acquaint students with various philosophical aspects of religion and religiosity, with viewpoints on religion endorsed by certain influential thinkers during the history of philosophy, and to point to the importance of religion as one of the key elements of various social and historical processes.

## Course Type

- » Science Stream (Philosophy Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the concepts of religion and religiosity
2. Distinguish philosophy of religion from other similar disciplines
3. Identify and explain the nature of religion
4. Argue about different aspects of religion
5. Explain the role of religion in social and historical processes
6. Evaluate the role of religion in the modeling of society

## General Competencies

Students will be able to: (1) critically approach the question of human religiosity bearing in mind its role and importance; (2) analyze its role by identifying its positive and negative aspects.

## Grading

Class attendance, interaction in class, repetition of assigned material, final oral exam.

## Week by Week Schedule

1. Introduction to the course
2. The basic determinants of the concept of religion
3. Philosophy of religion and theology
4. Philosophy of religion and metaphysics
5. Philosophical or natural theology
6. The nature of human religious experience
7. Aristotle
8. Thomas Aquinas
9. Immanuel Kant
10. Martin Heidegger
11. Joseph Maréchal
12. Karl Rahner
13. Etienne Gilson
14. Jacques Maritain
15. Closing discussion

## Literature



Brian Davies (1998). Uvod u filozofiju religije, Hrvatski studiji: Zagreb



Ivan Devčić (2003). Bog i filozofija (poglavlja: I, V, IX, X), Kršćanska sadašnjost: Zagreb



Karl Rahner (1941). Hörer des Wortes. Zur Grundlegung einer Religionsphilosophie, Kösel Verlag: München

# Philosophy of Science 1

53883



## Lecturer in Charge



Izv. prof. dr. sc.  
Tomislav  
Bracanović

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The objectives of the course are to introduce students to the basic philosophical viewpoints on the nature of science as an intellectual enterprise, to specifically epistemological and metaphysical problems of scientific research and methodology, and to standard theories and solutions to these problems within the framework of contemporary philosophy science. A particular emphasis will be on the following topics: logical empiricist philosophy of science, models of scientific explanation, falsificationism and the demarcation problem, Kuhns notion of scientific revolutions, Lakatos scientific research programs, the relationship between theory and observation, realism-antirealism dispute, philosophies of particular sciences, value criticism of science.

## Course Type

» Philosophy (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify and enumerate the crucial authors and writings in contemporary philosophy of science
2. Demonstrate the basic problems of the general philosophy of science, as well as the basic problems of particular philosophies of science
3. Analyze and independently read classical works on general philosophy of science
4. Explain the most important theoretical viewpoints of contemporary philosophers of science and to illustrate them with examples from the history of science
5. Compare and evaluate the opposing philosophical views on various aspects of science

## General Competencies

After completing the course, students will be able to: (1) recognize common assumptions and problems of philosophy of science and other philosophical disciplines, such as epistemology, metaphysics, philosophy of mind, logic and metaethics. (2) apply the knowledge and critical instruments of philosophy of science when assessing a range of theories from social sciences and humanities; (3) combine the knowledge of philosophy of science with the knowledge of history of science and history of philosophy in order to assess the significance of philosophy for contemporary education and science.

## Grading

On the basis of (a) regular attendance and active participation in discussions and (b) grades of two tests.

## Week by Week Schedule

1. Philosophy of science as a philosophical discipline
2. Scientific explanations: inductive reasoning, logical empiricist philosophy of science and deductive-nomological model
3. Scientific explanations: inductive reasoning, logical empiricist philosophy of science and deductive-nomological model
4. Scientific explanations: inductive reasoning, logical empiricist philosophy of science and deductive-nomological model
5. Popper's philosophy of science and the falsifiability principle
6. Popper's philosophy of science and the falsifiability principle
7. Kuhn's philosophy of science: the role for the history of science and social context
8. Kuhn's philosophy of science: the role for the history of science and social context
9. Test
10. Lakatos' methodology of scientific research programs and the idea of rational reconstruction of science; Feyerabend's "epistemological anarchism"
11. Lakatos' methodology of scientific research programs and the idea of rational reconstruction of science; Feyerabend's "epistemological anarchism"
12. Scientific realism and antirealism: observable-unobservable debate; Putnam's "no miracles" argument; Laudan's "pessimistic meta-induction" argument; constructive empiricism and empirical adequacy; underdetermination argument
13. Scientific realism and antirealism: observable-unobservable debate; Putnam's "no miracles" argument; Laudan's "pessimistic meta-induction" argument; constructive empiricism and empirical adequacy; underdetermination argument
14. Philosophies of special sciences and their special philosophical problems
15. Test

## Literature



Anthony O'Hear (2007).  
Uvod u filozofiju znanosti,  
Hrvatski studiji: Zagreb



Samir Okasha (2002).  
Philosophy of Science: A  
Very Short Introduction,  
Oxford University Press:  
Oxford



# Philosophy of Science 2

53894



## Lecturer in Charge



Doc. dr. sc.  
Tomislav Janović

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

To draw attention to the distinctiveness of the social sciences with regard to their subject matter, specific goals and research methods; to lay out the main elements of scientific explanation of social phenomena; to elucidate the connection between the individual and the collective explanation levels in the social sciences; to introduce the main causal mechanisms of collective behavior and social change.

## Course Type

- » Science Stream (Philosophy Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)
- » Philosophy (Study) (aesthetics 2 or philosophy of science 2, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Use the basic theoretical vocabulary of the social scientific thinking
2. Distinguish the interpretation of social phenomena from their explanation
3. Outline the structure of social scientific explanation by way of examples
4. Recognize the specific character of social phenomena from the perspective of philosophy and methodology of science
5. Identify various methodological approaches to social phenomena (e.g. qualitative vs. quantitative, interpretive vs. explanatory, holistic vs. individualistic etc.) and to identify their respective virtues and vices

6. Outline the basic causal patterns (mechanisms) underlying social phenomena (selfishness and altruism, rational choice, unintended consequences, collective beliefs and collective decision making, norms and institutions etc.)
7. Recognize the relevance of fundamental questions posed by the philosophy of the social sciences for the empirical disciplines dealing with social phenomena

## General Competencies

To understand and extract the main points of graduate level philosophical texts; to analyze and critically evaluate philosophical positions, theories and arguments in oral and written form; to identify weaknesses of particular arguments and theoretical positions; to articulate, justify and defend ones own view on a philosophical problem, both in oral and written form; to recognize the conceptual and methodological relatedness of philosophy of the social sciences to general philosophy of science and to other philosophical disciplines (e.g. epistemology, logic, philosophy of mind); to apply theories, concepts and technical terms of philosophy of science to other philosophical fields and other disciplines of the humanities and the social sciences.

## Grading

Regular attendance: 5%, active participation in class (readings & discussions): 10%, presentation on given topic (15-20 minutes, power point & handouts): 25%, written exam (or two tests): 50%, oral exam 10%.

## Week by Week Schedule

1. Basic information about the course, learning methods, students obligations, credits, and grading
2. Science, division and goals of science, distinctiveness of the social sciences. Explanation and understanding
3. Causal and teleological explanation. Two types of teleological explanation: functional and intentional explanation. Three stances of behavior explanation (Dennett)
4. Behavior, action, decision, choice. Folk psychology and explanation of actions in terms of beliefs, desires and opportunities. Practical syllogism
5. Basic elements of scientific explanation: concept, definition, classification, variable, observation, measurement, hypothesis, generalization, law, theory, method
6. Explanans i explanandum in the social sciences. Events and facts. Structure of explanation in the social sciences. Micro- and macro level of explanation of social phenomena
7. Explanation by mechanism . Laws and mechanisms. Groups and group action. Ontological status of groups. Methodological individualism and methodological holism. Scientific reduction and ontological naturalism (monism)
8. Myopia and Foresight. Selfishness and altruism
9. Rational choice theory. Game theory as theory of interdependent decision making. The simplest game theory models
10. Rationality and irrationality. Individual and collective rationality. Collective action. Prisoners dilemma game involving multiple players
11. Unintended consequences. The concept of natural state, the problem of cooperation and the problem of coordination of interests. Tacit coordination and agreement as two ways of conflict avoidance
12. Collective action problem: decentralized and centralized coordination. The role of punishments and rewards. State, ownership and governing of commons

13. Social norms, organizations and institutions as ways of motivation and coordination of individual actions
14. Collective beliefs formation and collective decision making
15. Explanation of social change. Natural and social selection. Historicism and naturalism. Are there laws of social change?

## Literature



Coleman, J. S. (1990). Foundations of Social Theory [str. 1-6], The Belknap Press: Cambridge, Mass. / London



Elster, J. (1999). Uvod u društvene znanosti: Matice i vijci za objašnjenje složenih društvenih pojava [poglavlja 1-6, 8, 10-13, 15], Jesenski i Turk: Zagreb



Elster, J. (2007). Explaining Social Behavior: More Nuts and Bolts for the Social Sciences [uvod, poglavlja 1, 23, 25, zaključak], Cambridge University Press: Cambridge, Mass



T. O'Connor i C. Sandis (ur.) (2010). A Companion to the Philosophy of Action, Wiley-Blackwell: Malden, MA i Oxford



Hoover, K. i Donovan, T. (2011). The Elements of Social Scientific Thinking, Wadsworth: Boston

# Political and Legal Philosophy

53882

## Lecturer in Charge



Prof. dr. sc.  
Josip Talanga

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Tvrtko Jolić, dr. sc.

## Course Description

There are two objectives of the course: (1) to develop skills of critical thinking and argumentation on the fundamental issues of legal and political philosophy, (2) to provide students with an insight in the major questions of political and legal philosophy, including political obligation, the value of democracy, human rights, liberalism and distributive justice.

## Course Type

» Philosophy (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the basic concepts of political and legal philosophy
2. Describe and interpret the various political and legal theories and directions of thought
3. Analyze classical and contemporary texts in political and legal philosophy
4. Argue in discussions related to the political and legal organization of a society

## General Competencies

After the exam students will be able to: (1) understand the connection between political and legal philosophy with other philosophical disciplines, primarily with ethics (2) apply knowledge and critical vocabulary of political and legal philosophy in the assessment of scientific theories from the other fields of social sciences and humanities, such as political science, law, sociology and history.

## Grading

Grading is based on two written tests, one oral presentation and the discussions in the class during the semester.

## Week by Week Schedule

1. Introduction to political philosophy: main problems and terms
2. Theories of the state of nature: collective and individual rationality, prisoner's dilemma, anarchism
3. Justification of the state: social contract, utilitarianism, principle of fairness

4. Who should rule: representative and direct democracy, general will, criticism of democracy
5. Freedom: Mill's principle of liberty, freedom and equality, two concepts of liberty
6. Distribution of property: initial acquisition, market
7. Rawls on justice: original position, veil of ignorance, two principles of justice
8. Critique of liberal political philosophy: individualism, communitarianism, feminism
9. Test 1
10. Egalitarianism: resources, capabilities and welfare
11. International justice: political realism, law of peoples
12. Human rights: institutional theory of human rights
13. Philosophy of law: natural law theory, positivism, Dworkin
14. Theories of punishment: rehabilitation, utilitarianism, retribution
15. Test

## Literature



Jonathan Wolff (2011). Uvod u političku filozofiju, Hrvatski studiji, Zagreb



Raymond Plant (2002). Suvremena politička misao, Zagreb, Jesenski i Turk

# Political History

53922



## Lecturer in Charge



Doc. dr. sc.  
Ivana Jukić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The aim of the course is to familiarize students with the main characteristics and guidelines within the Croatian political history and beyond in the 19th and early 20th century. The backbone of the course is to explain how the turbulent events such as annexations, wars and political movements have changed the policy and how each individual political community reacted to these changes and to identify how these changes have caused the emergence of dictatorship in political communities across Europe.

## Course Type

» History (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Show the underlying data of the Croatian political history of space and environment in the 19 and early 20th century.
2. Analyze trends and guidelines of Croatian politics during the period.
3. Compare Croatian politics of the 19th/20th. century in a European context.
4. Explain the differences in the perception of policy among the different social classes and their politics.
5. Describe the political systems that have shaped the Croatian and European political action.

## General Competencies

After finishing the programme student will be able to:

1. explain cause and effect relations of historical events and processes,
2. construct a historical context,
3. defend his/her own opinion in discussions on different historical events and processes,
4. combine a different historical processes,
5. Appraise the value of historiographic interpretations.

## Grading

The activity of each student will be monitored, which will be reflected in the overall score. Classes is required to attend. The exam is oral.

## Week by Week Schedule

1. Introductory lecture
2. Croatian-Italian relations
3. Adriatic question
4. Eastern question
5. The Austro-Hungarian authorities of Bosnia and Herzegovina
6. Annexation of Bosnia and Herzegovina and its impact
7. The Balkan Wars
8. Political Systems: Europe and Croatia
9. Courses of Croatian policy until World War I
10. Characteristics of Croatian politics during First World War
11. Political developments in Croatia during reign of Charles I (IV)
12. Peace Conference in Paris
13. Agrarian ideology: peasant movements
14. Radicalization: dictatorship
15. Final review

## Literature



D. Šepić; B. Krizman (1975). Časopis za suvremenu povijest, Zagreb, br. 1/1975. tematski broj o talijansko-hrvatskim odnosima, Hrvatski institut za povijest



Andrej Rahten (2008). Savezništva i diobe. Razvoj slovensko-hrvatskih političkih odnosa u Habsburškoj Monarhiji 1848.-1918., Golden marketing, Zagreb



Dragutin Pavličević (2007). Hrvati i istočno pitanje: između "ostatka ostataka" i "oživljene Hrvatske", Golden Marketing - Tehnička knjiga



Bogdan Krizman (1975). Vanjska politika Jugoslavenske države: 1918.-1941: diplomatsko-historijski pregled, Školska knjiga



Skupina autora (2007). Povijest Hrvata, knjiga 3. - oOd 1918. do danas, 605-615. str., Školska knjiga, Zagreb

# Post-Renaissance Latinity Genres

118522



## Lecturer in Charge



Doc. dr. sc.  
Šime Demo

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	30
	30

Teaching assistant  
Doc. dr. sc. Šime Demo

## Course Description

Student will get familiar with literary genres of European and Croatian Neo-Latin post-Renaissance literature, together with their representatives.

## Course Type

» Croatian Latinity (Study) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List literary and non-literary genres of Croatian Neo-Latin.
2. Evaluate individual work and give a synthetical assesment of it.
3. Write a commentary of a work (or its segment).
4. Explain ancient, Christian and other reminiscences in Neo-Latin works.

## General Competencies

List literary and non-literary genres of Croatian Neo-Latin. Write a commentary of a work (or its segment).

## Grading

The work of students is followed during the entire semester by keeping track of their week assignments and two collowuiew, and the grade is defined at the final written exam.

## Week by Week Schedule

1. Introductory lesson. Instructions to the students and giving the seminary paper tasks.
2. Dominant genres of Neo-Latin post-renaissance literature.
3. Ecclesiastical epistle: Leo XIII, Rerum novarum (I)
4. Leo XIII, Rerum novarum (II)
5. Didaktik epic: Ruđer Bošković, De Solis ac Lunae defectibus (I)
6. Ruđer Bošković, De Solis ac Lunae defectibus (II)
7. Colloquium
8. Historical epics: Josip Čobarnić, Diocleas (I)
9. Josip Čobarnić, Dioclias (II)



10. Translation from Croatian to Latin: Đuro Ferić, Uxor a viro repudiata (Hasanaginica) (I)
11. Đuro Ferić, Uxor a viro repudiata (Hasanaginica) (II)
12. Emblematic: Pavao Ritter Vitezović, Anagrammaton liber
13. Satyre: Džono Rastić, Satyrae (I)
14. Džono Rastić, Satyrae (II)
15. Final talk.

## Literature



D. Novaković (2003). "Hrvatski latinizam u XVII. stoljeću", Hrvatska i Europa. Kultura, znanost i umjetnost, sv. III (ur. I. Golub), 551-563., Pkolska knjiga, Zagreb



P. Knezović (2004). "Pregled hrvatskog latiniteta od sabora u Cetinguadu 1527. do sabora u Požunu 1790." Hrvatsko-mađarski odnosi 1102.-1918., 191-198., Hrvatski institut za povijest, Zagreb



Baro Bošković Patriae desiderium, <http://www.ffzg.unizg.hr/klafil/croala/>



Ruder Bošković De solis ac lunae defectibus, <http://www.ffzg.unizg.hr/klafil/croala/>



Ignjat Đurđević Christo Domino nato, idillium, <http://www.ffzg.unizg.hr/klafil/croala/>

# Practical Counselling and Helping Skills

53861

## Lecturer in Charge



Doc. dr. sc.  
Adrijana Košćec  
Đuknić

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

Enable students to adequately provide psychological help to clients of different ages with different types of problems.

## Course Type

» Psychology (Study) (specific and professional skills, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply competencies for working with people of different ages
2. Apply competencies for dealing with difficult issues and taboo themes
3. Apply competencies for working with people with different types of problems
4. Identify personal problems that could interfere with quality counseling work

## General Competencies

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Appraise the outcomes and consequences of personal practice, as well as the professional competences, knowledge and skills in accordance with the changes and the standards of the profession, as well as national and European regulations.

Assess the compliancy of psychological practice with the prescribed ethical principles of psychological practice in different fields of theoretical and applied psychology.

## Grading

Class attendance - 20%;

Frequency of participation in class - 20%;

Quality of participation in class - 20% (an additional requirement for the highest grade);

Short theoretical exam - 20% (additional requirements for higher grades);

Written response to client's problem - 20% (additional requirements for higher grades).

## Week by Week Schedule

1. Fundamental concepts in the provision of psychological help - Personal ideas about providing psychological help, qualities necessary for proper psychological helping, basic skills in the provision of psychological help (appropriate verbal and nonverbal communication, ensuring proper context)
2. Basic skills in the provision of psychological help (active listening)
3. Basic skills in the provision of psychological help (adequate course of conversation)
4. Basic skills in working with people from different age groups - The skills needed for working with adolescents
5. Basic skills in working with people from different age groups - The skills needed for working with middle-aged persons
6. Basic skills in working with people from different age groups - The skills needed for working with the elderly
7. Basic skills in working with clients with specific problems - The skills needed for working with clients with low self-esteem
8. Basic skills in working with clients with specific problems - The skills needed for working with clients with poor social skills, anxious clients (especially socially anxious)
9. Basic skills in working with clients with specific problems - The skills needed for working with grieving clients
10. Basic skills in working with clients with specific problems - The skills needed for working with depressed and suicidal clients
11. Basic skills in working with clients with specific problems - The skills needed for working with clients with the problem of anger
12. Basic skills in working with clients with specific problems - The skills needed for working with clients with recent traumatic experience and indirectly traumatized clients
13. Basic skills in working with clients with specific problems - The skills needed for working with clients with a (hidden) stigmatizing characteristic
14. Work on the development of coping strategies
15. Optional term for writing a short final exam, an oral evaluation of the course and conversation about impact of the course on the development of students individually

## Literature



Obveznu literaturu čine letci vezani uz svaku temu, koje je na temelju literature oblikovala izvoditeljica kolegija

## Practical Exercises<sup>1</sup> (Croatian Latinity)

97763



### Lecturer in Charge



Lekt.  
Zdravka Martinić-  
Jerčić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

### Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of Latin language by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

### Course Type

» Teaching stream (Croatian Latinity Profile) (required course, 3rd semester, 2nd year)

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Write the operational teaching plan for a school year, sticking thereby to established didactic and methodological rules as well as to legal regulations.
2. Write a professional development plan.
3. Design written lesson plans
4. Plan in writing at least two lessons selected from an approved textbook
5. Design and teach at least two lessons selected from an approved textbook.
6. Design and hold a creative workshop on a selected topic.
7. Design a questionnaire for self-evaluation and evaluation of teachers.
8. Plan several forms of written exams

### General Competencies

The programme level outcomes of implementing relevant knowledge obtained in theoretical courses through practical training are:  
interpret content in the sense of transposing data from one form to another  
apply knowledge, experience, and skills in new situations,  
analyse information (specific elements, relations between elements),  
evaluate with the help of quantitative and qualitative criteria ,  
synthesize in the form of a personal report,  
provide arguments for one's attitudes,  
suggest new interpretations and even theories.

## Grading

In accordance with the course objectives students are instructed in holding lesson units and workshops. Elements evaluated are: the creation of the operational teaching plan, preparation of written lessons plans, creation of a written exam and a questionnaire to evaluate the teaching process. All these activities present the skills that the students must acquire in order to be able upon the completion of studies to perform the job of a teacher in elementary or secondary schools

## Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks. Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for latin language, and individual Exam catalogues for latin language for secondary schools. Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature. In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities). The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan. The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting. Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for latin language, and Exam questions catalogues. The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.
2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
3. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
4. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

5. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
6. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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8. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
9. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
10. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
11. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
12. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
13. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
14. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

## Literature



Nastavni plan i program iz latinskog jezika



Ispitni katalog iz latinskog jezika



Katalog odobrenih udžbenika za određenu školsku godinu

## Practical Exercises 1 (Croatian Studies)

86957



### Lecturer in Charge



Prof. dr. sc.  
Marko Pranjic

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

### Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of Croatian language by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

### Course Type

» Teaching Stream (Croatian Studies Profile) (required course, 3rd semester, 2nd year)

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Write the operational teaching plan for a school year, sticking thereby to established didactic and methodological rules as well as to legal regulations.
2. Write a professional development plan.
3. Design written lesson plans
4. Plan in writing at least two lessons selected from an approved textbook
5. Design and teach at least two lessons selected from an approved textbook.
6. Design and hold a creative workshop on a selected topic.
7. Design a questionnaire for self-evaluation and evaluation of teachers.
8. Plan several forms of written exams

### General Competencies

The programme level outcomes of implementing relevant knowledge obtained in theoretical courses through practical training are:  
interpret content in the sense of transposing data from one form to another  
apply knowledge, experience, and skills in new situations,  
analyse information (specific elements, relations between elements),  
evaluate with the help of quantitative and qualitative criteria ,  
synthesize in the form of a personal report,  
provide arguments for one's attitudes,  
suggest new interpretations and even theories.

## Grading

In accordance with the course objectives students are instructed in holding lesson units and workshops. Elements evaluated are: the creation of the operational teaching plan, preparation of written lessons plans, creation of a written exam and a questionnaire to evaluate the teaching process. All these activities present the skills that the students must acquire in order to be able upon the completion of studies to perform the job of a teacher in elementary or secondary schools.

## Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks. Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for croatian language, and individual Exam catalogues for croatian language for elementary and secondary schools. Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature. In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities). The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan. The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting. Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for croatian language, and Exam questions catalogues. The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.
2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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5. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

## Literature



Nastavni plan i program iz Hrvatskoga jezika za osnovnu i srednju školu.



Hrvatski jezik- Ispitni katalog za državnu maturu u škol. god. 2010./2011. Ispitne knjižice za Hrvatski jezik- viša i osnovna razina za nacionalne ispite i državnu maturu



Katalog odobrenih udžbenika za određenu školsku godinu

## Practical Exercises 1 ((History))

86955



### Lecturer in Charge



Prof. dr. sc.  
Marko Pranjic

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

### Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of History by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

### Course Type

» Teaching Stream (History Profile) (required course, 3rd semester, 2nd year)

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Write the operational teaching plan for a school year, sticking thereby to established didactic and methodological rules as well as to legal regulations.
2. Write a professional development plan.
3. Design written lesson plans
4. Plan in writing at least two lessons selected from an approved textbook
5. Design and teach at least two lessons selected from an approved textbook.
6. Design and hold a creative workshop on a selected topic.
7. Design a questionnaire for self-evaluation and evaluation of teachers.
8. Plan several forms of written exams

### General Competencies

The programme level outcomes of implementing relevant knowledge obtained in theoretical courses through practical training are:

interpret content in the sense of transposing data from one form to another  
 apply knowledge, experience, and skills in new situations,  
 analyse information (specific elements, relations between elements),  
 evaluate with the help of quantitative and qualitative criteria ,  
 synthesize in the form of a personal report,  
 provide arguments for one's attitudes,  
 suggest new interpretations and even theories.

## Grading

In accordance with the course objectives students are instructed in holding lesson units and workshops. Elements evaluated are: the creation of the operational teaching plan, preparation of written lessons plans, creation of a written exam and a questionnaire to evaluate the teaching process. All these activities present the skills that the students must acquire in order to be able upon the completion of studies to perform the job of a teacher in elementary or secondary schools

## Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks. Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for history, and individual Exam catalogues for history for elementary and secondary schools. Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature. In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities). The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan. The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting. Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for history, and Exam questions catalogues. The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.
2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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## Literature



Nastavni plan i program iz povijesti za osnovnu i srednju školu



Ispitni katalog iz povijesti



Katalog odobrenih udžbenika za određenu školsku godinu

# Practical Exercises 1 (Philosophy)

85441



## Lecturer in Charge



Prof. dr. sc.  
Marko Pranjic

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of Philosophy by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

## Course Type

» Teaching Stream (Philosophy Profile) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Write the operational teaching plan for a school year, sticking thereby to established didactic and methodological rules as well as to legal regulations.
2. Write a professional development plan.
3. Design written lesson plans
4. Plan in writing at least two lessons selected from an approved textbook
5. Design and teach at least two lessons selected from an approved textbook.
6. Design and hold a creative workshop on a selected topic.
7. Design a questionnaire for self-evaluation and evaluation of teachers.
8. Plan several forms of written exams.

## General Competencies

The programme level outcomes of implementing relevant knowledge obtained in theoretical courses through practical training are:  
interpret content in the sense of transposing data from one form to another  
apply knowledge, experience, and skills in new situations,  
analyse information (specific elements, relations between elements),  
evaluate with the help of quantitative and qualitative criteria ,  
synthesize in the form of a personal report,  
provide arguments for one's attitudes,  
suggest new interpretations and even theories.

## Grading

In accordance with the course objectives students are instructed in holding lesson units and workshops. Elements evaluated are: the creation of the operational teaching plan, preparation of written lessons plans, creation of a written exam and a questionnaire to evaluate the teaching process. All these activities present the skills that the students must acquire in order to be able upon the completion of studies to perform the job of a teacher in elementary or secondary schools

## Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks. Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for philosophy, ethics and logic, and individual Exam catalogues for philosophy, ethics and logic for secondary schools. Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature. In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities). The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan. The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting. Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for philosophy, ethics and logic, and Exam questions catalogues. The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.
2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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## Literature



Nastavni plan i program iz filozofije



Ispitni katalog iz filozofije i Ispitni katalog iz etike



Katalog odobrenih udžbenika za određenu školsku godinu

# Practical Exercises 1 (Psychology)

86958



## Lecturer in Charge



Prof. dr. sc.  
Marko Pranjic

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of Psychology by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

## Course Type

- » Psychology (Study) (elective (teaching module), 1st semester, 1st year)
- » Psychology (Study) (elective (teaching module), 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Write the operational teaching plan for a school year, sticking thereby to established didactic and methodological rules as well as to legal regulations.
2. Write a professional development plan.
3. Design written lesson plans
4. Plan in writing at least two lessons selected from an approved textbook
5. Design and teach at least two lessons selected from an approved textbook.
6. Design and hold a creative workshop on a selected topic.
7. Design a questionnaire for self-evaluation and evaluation of teachers.
8. Plan several forms of written exams

## General Competencies

The programme level outcomes of implementing relevant knowledge obtained in theoretical courses through practical training are:

interpret content in the sense of transposing data from one form to another  
 apply knowledge, experience, and skills in new situations,  
 analyse information (specific elements, relations between elements),  
 evaluate with the help of quantitative and qualitative criteria ,  
 synthesize in the form of a personal report,  
 provide arguments for one's attitudes,  
 suggest new interpretations and even theories.



## Grading

In accordance with the course objectives students are instructed in holding lesson units and workshops. Elements evaluated are: the creation of the operational teaching plan, preparation of written lessons plans, creation of a written exam and a questionnaire to evaluate the teaching process. All these activities present the skills that the students must acquire in order to be able upon the completion of studies to perform the job of a teacher in elementary or secondary schools

## Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks. Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for psychology, and individual Exam catalogues for psychology for secondary schools. Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature. In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities). The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan. The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting. Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for psychology, and Exam questions catalogues. The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.
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## Literature



Nastavni plan i program iz psihologije za srednju školu



Ispitni katalog iz psihologije



Katalog odobrenih udžbenika za određenu školsku godinu

## Practical Exercises 1 (Sociology)

86956



### Lecturer in Charge



Prof. dr. sc.  
Marko Pranjic

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

### Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of sociology by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

### Course Type

» Teaching Stream (Sociology Profile) (required course, 3rd semester, 2nd year)

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Write the operational teaching plan for a school year, sticking thereby to established didactic and methodological rules as well as to legal regulations.
2. Write a professional development plan.
3. Design written lesson plans
4. Plan in writing at least two lessons selected from an approved textbook
5. Design and teach at least two lessons selected from an approved textbook.
6. Design and hold a creative workshop on a selected topic.
7. Design a questionnaire for self-evaluation and evaluation of teachers.
8. Plan several forms of written exams

### General Competencies

The programme level outcomes of implementing relevant knowledge obtained in theoretical courses through practical training are:

interpret content in the sense of transposing data from one form to another  
 apply knowledge, experience, and skills in new situations,  
 analyse information (specific elements, relations between elements),  
 evaluate with the help of quantitative and qualitative criteria ,  
 synthesize in the form of a personal report,  
 provide arguments for one's attitudes,  
 suggest new interpretations and even theories.

## Grading

In accordance with the course objectives students are instructed in holding lesson units and workshops. Elements evaluated are: the creation of the operational teaching plan, preparation of written lessons plans, creation of a written exam and a questionnaire to evaluate the teaching process. All these activities present the skills that the students must acquire in order to be able upon the completion of studies to perform the job of a teacher in elementary or secondary schools

## Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks. Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for sociology, and individual Exam catalogues for sociology for secondary schools. Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature. In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities). The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan. The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting. Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for sociology, and Exam questions catalogues. The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.
2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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## Literature



Nastavni plan i program iz sociologije



Ispitni katalog iz sociologije



Katalog odobrenih udžbenika za određenu školsku godinu

# Practicum in Experimental Biological Psychology

53836

## Lecturer in Charge



Prof. dr. sc.  
Zdravko Petanjek

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Sanja Darmopil, dr. sc.

## Course Description

The overall objective of the course is acquisition of theoretical knowledge and practical skills to work in neuroscience laboratories in the field of experimental psychology.

## Course Type

» Psychology (Study) (elective methodology courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply the main techniques of neuroscience research,
2. Explain functioning of the base laboratories
3. Explain indications for use of one or another technique and their limitations
4. Explain functions of base and clinical laboratories
5. Explain principles of imaging techniques and learn their performance

## General Competencies

Students will receive an overview of the main methods of research in neuroscience and receive an insight into how the collected basic information about the structure and function of the nervous system. Also, students who are interested in scientific work can get a more detailed insight into the areas of research that they find interesting and become familiar with the operation of the laboratory. Critically assess theoretical knowledge of basic psychology and its relationship with various branches of applied psychology.

## Grading

Refer to:

Practicum in Biological Psychology

## Week by Week Schedule

1. Experimental research methods in neuroscience
2. Clinical research methods in neuroscience
3. Methods of molecular biology and genetics in neuroscience

4. Methods of analysis of materials that are processed with basic methods of neuroscience
5. Ethical principles in research in neuroscience
6. Cognitive testing and longitudinal tracking of psychological development in the laboratory for cognitive research
7. Brain imaging methods
8. Methods of functional brain imaging: EEG, PET, fMRI, MEG
9. A multidisciplinary approach to the monitoring of children with developmental disorders and assessment of cognitive outcomes: review of the implementation of scientific research in the routine diagnosis
10. Work in a neurohistology laboratory
11. Working in the laboratory for immunohistochemistry and in situ hybridization
12. Working in a virtual immunology laboratory
13. VR demonstrations and demonstration of neurophysiological laboratory operation
14. Demonstration of work with children in a neuropsychology laboratory
15. Demonstration of live MR imaging - Demonstration of quantitative analysis of postmortem brain processed histologically or recorded by magnetic resonance imaging - Demonstration of work in a EEG lab

## Literature



Morfologijske metode istraživanja u biomedicinskim znanostima: priručnik: akademska godina 2001./2002. urednica Ljiljana Kostovic-Knezevic. - Zagreb : Medicinska naklada : Medicinski fakultet, 2002. (Zagreb : Medicinska naklada). - 73 str. : ilustr. 24. (S)

# Practicum – Mass Communication Research Methods

57215



## Lecturer in Charge



Izv. prof. dr. sc.  
Danijel Labaš

ECTS Credits	3.0
English Level	L2
E-learning Level	L1
Study Hours	30

## Course Description

The aim of the course is to apply the acquired basic theoretical knowledge of research methods of mass communication through the implementation of independent research. Practicum educates and prepares students for the proper use of scientific methods to study mass communication.

## Course Type

» Communication Sciences (Study) (mass communication research: specialist working group 4., 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe and define quantitative research methods
2. Demonstrate ability to independently design topic and subject of a research and write its plan
3. Create an analytical matrix and questionnaire and conduct content analysis and survey
4. Describe the research results and write research reports

## General Competencies

- Define, describe and distinguish research methods;
- Apply, classify and differentiate professional terminology;
- Identify, evaluate and use quantitative and qualitative scientific research methods of social science that are applied in communication studies;
- Independently conduct scientific research in the field of communications;
- Apply the acquired theoretical and practical knowledge in the field of scientific research in communication studies professionally

## Grading

40% written exam, 40% research (research report), 20% attendance



## Week by Week Schedule

1. A short theoretical introduction - repetition: methodology and methods, ways of knowing, the characteristics of the scientific method, the development of a research project, the study of mass media, quantitative and qualitative research methods;
2. Content analysis: definition, features of method, objectives and purpose of the application using the methods, advantages and disadvantages of the method, methodological aspects of content analysis, content analysis procedure (examples and exercises)
3. Defining the subjects and objects of research, setting research questions and hypotheses, determining population and sample selection, the selection and definition of the unit of analysis (examples and exercises)
4. Defining the basic content units and structure of analytic matrix (examples and exercises)
5. Devising a code system. Testing (test analysis), (examples and exercise)
6. Data analysis and processing
7. Writing a survey report (example and exercise)
8. Survey: definition of the term, origins and development of the methods, types of surveys
9. Interviewing techniques: field surveys (oral, written), survey by telephone (telephone interviewing without the participation of the interviewer), online surveys, mail surveys, the importance of the role of the interviewer;
10. Questionnaire: the value of surveys, steps and rules in drafting questionnaires, foundations in the context of correlational studies, the content in the correct formulation of survey questions;
11. Questionnaire: types of questions according to their basic form (open or closed questions, numerical scale), design issues, uniformity issues, multiple issues, separation of attitudes and arguments, the order of questions, the length of questions and questionnaires, validation survey research, identifying potential errors questionnaires ;
12. Sample: the concepts of population and sample, representative sample, characteristics of sample, the sample plan (method of selection of the sample);
13. Probabilistic samples (conditions for the selection and methods of selection criteria), non-probabilistic samples (criteria, characteristics, selection methods, type);
14. Sample size: standard error of the sample, determine the sample size and relationship to size of the population, dispersion of the sample. Realization of sample: the unavailability of the respondents selected by the plan, acceptance and refusal to participate in the survey, failure to respond to questions, interviewer errors in the implementation of the sample;
15. Writing an research report

## Literature



Berger, Arthur Asa (2011).  
Media and Communication  
Research Methods: an  
Introduction to Qualitative  
and Quantitative  
Approaches. Los Angeles,  
London, New Delhi: Sage  
Publications Inc., pp. 203-  
244



Riffe, Daniel, Lacy, Stephen  
& Fico, Frederic G.(2005).  
Analyzing Media Messages.  
Using Quantitative Content  
Analysis in Research.  
Mahwah, New Jersey,  
London: Lawrence Erlbaum  
Associates,Publishers, pp.  
23-121



Wimmer, Roger D. &  
Dominick, Joseph R. (2011).  
Mass Media Research: An  
Introduction, Ninth  
Edition. Boston:  
Wadsworth, Cengage  
Learning, chapters 6,7

# Predication and Its Logics. Classical Ontology and Changeability

117142



## Lecturer in Charge



Prof. dr. sc.  
Srećko Kovač

ECTS Credits	5.0
English Level	L3
E-learning Level	L1
Study Hours	15
	15

## Course Description

The planned lecture concerns some problems of application of logic in construction of different ontologies which are determined by the assumed sort of predication - the primary ontological relation between ontological entities which are named "object" and "attribute" in this context. The chosen type of predication (among others: homogenous or mixed, extensional or intensional) is strictly connected with solutions of such problems as: the admissible interpretation of existence and identity, the existence of universals, the possibility of speaking about inconsistent essences. We are going to point this dependency in case of some types of predications in connection with classical ontology, Leśniewski's ontology and mereology, ontology of Meinong and some of their variants and combinations. We describe logics of these theories and compare their formal expressive power. The main aim of a planned seminar is to undertake the attempt of a reinterpretation of Aristotelian theory of change using modern formal tools. After a description of a modern formulation of classical (Aristotelian) ontology proposed by E. Nieznański we come back to the original texts of Aristotle. We reconstruct the classification of changes and we focus on so called substantial changes: disappearing and occurring. We formulate a situational semantics of this kind of changes and we describe a logic for it - LC calculus. At the end we show some possible modal extensions of LC.

## Course Type

- » Science Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe typology of different ontologies referring to appropriate types of predication
2. Explain the relations between assumed logics and their extensions to the presented ontological systems
3. Identify the main features of classical notion of changeability
4. Describe a formal basis of the proposed formalization of the classical notion of change

## General Competencies

It is expected that students to whom the course contributes will be able to: apply some logical tools in philosophical investigations analyze specific deductive theories as extensions of given logics distinguish different types of ontologies generated by appropriate types of predication; consider different nets of theoretical notions that determine ontological systems.

## Grading

Activities in the class, written exam, oral exam

## Week by Week Schedule

1. Introduction to the course
2. Problem of undistinguishability of objects and attributes. Justifications of Ramsey's thesis. Types of predications
3. Types of ontologies: weak and strong attributive-object ontologies, purely attributive/object and neutral ontologies
4. Set theoretical and attributive homogenous predications: Aristotelian and Leśniewski's ontologies, mereology, Meinongian theory of names
5. Ontology with set theoretical-attributive homogenous predication: unitary theory of individuals and sets (ZF set theory with mereology)
6. Mixed predications: classical and Meinongian predicate logics, their standard interpretations and interpretations with the converse of predication
7. Predication and free logics
8. Predication and free logics
9. Formalized version of classical ontology - formalization of E. Nieznański
10. Classical systematics of changes
11. Appearance and disappearing - Aristotelian description of substantial changes
12. Appearance and disappearing - Aristotelian description of substantial changes
13. Situational reinterpretation of classical theory of change
14. Formal basis of classical theory of change - LC logic
15. Written Exam

## Literature



H. Hochberg, K. Mulligan (2004). Relations and Predicates [Angelelli I. "Predication Theory: Classical vs. Modern"], Ontos Verlag



Cocchiarella, N. B. (2007). Formal Ontology and Conceptual Realism, Springer: Dordrecht



PaŚniczek, J. (1996). "Meinong's ontology vs. LeŚniewski ontology. Towards Meinongian calculus of names", Axiomates (1-2)



PaŚniczek J. (2013). Predykcja. Elementy ontologii formalnej przedmiotow, własności i sytuacji, Rukopis



Nieznański, E. (2013). Towards a Formalization of Thomistic Theodicy, Peter Lang: Frankfurt am Main

# Prejudice and discrimination prevention

57198

## Lecturer in Charge



Izv. prof. dr. sc.  
Renato Matić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15 30

## Course Description

The objective of the course is to prepare students for recognizing and understanding social activities and circumstances that result in prejudice and discrimination, as well as for autonomously recognizing the process of institutionalizing both prejudice and the social framework within which discrimination with time becomes an acceptable and desirable social activity. Learning skills include recognizing, preventing and combating prejudice, discrimination and hate crime.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Interpret the phenomenon of prejudice, and phenomenon of discrimination in a wide range of theoretical perspectives in sociology,
2. Present arguments regarding the significance of critical (self)awareness and interdisciplinarity,
3. Analyze the forms of social activity and social structures that produce prejudice and discrimination,
4. Recognize and reveal common and generally accepted institutional practice that encourages discrimination in social reality
5. Recognize the process of the institutionalization of discrimination and the social, framework within which discrimination with time becomes an acceptable and desirable social activity.
6. Assess and evaluate different preventive anti-discrimination programs and recommend improvements

## General Competencies

- explain the initial assumptions of various political, religious and cultural orientations
- to work in a team with colleagues from different disciplines, different attitudes and orientations
- engage in solving social problems
- explain the key structural factors that shape the social world,
- explain the personal and local social issues in a broader social context, particularly in the context of social class, ethnicity, gender, religion, capitalism, individualization, nationalism and globalization,
- explain the origin of social problems and conflicts while keeping in mind the way in which the social order is maintained and questioned,
- promote sociology and social research methods as relevant to solving current social problems and issues

## Grading

Presence at lectures and seminars within the framework of fieldwork are recorded. Together with active participation in discussions and writing essays, it comprises 25% of the final grade. Individual oral presentations of assigned seminar topics and a report/paper based on independent research comprise 35% of the final grade. Written and oral quiz carry up to 40% (excellent).

## Week by Week Schedule

1. Introduction to syllabus
2. Introductory discussion of the basic concepts 1: stereotypes
3. Introductory discussion of the basic concepts 2: prejudice, stigmatization,
4. Introductory discussion of the basic concepts 3: discrimination, hate crime, genocide
5. Social phenomena, and circumstances which enable prejudice, stigmatization, discrimination, hate crime, genocide
6. Introduction into actual examples of discrimination and hate crime
7. Ideology as the driver of prejudice, discrimination, hate crime and genocide
8. Phenomenon of Holocaust and Nazi state as a complete negation of humanity and human rights
9. Recognition of prejudice, discrimination and hate crime
10. Workshop 1: playing roles of people who are victims of discrimination and hate crime
11. Workshop 2: playing roles of people who are victims of discrimination and hate crime
12. Discussion 1: social possibilities to combat and overcome prejudice and discrimination
13. Discussion 2: social possibilities to combat and overcome prejudice and discrimination
14. Seminar presentations
15. Seminar presentations

## Literature



Aronson, E.; Wilson, D.T.; Akert, M.R. (2005) *Socijalna psihologija / Predrasude: kako nastaju i kako ih smanjiti* (414 – 454), MATE, Zagreb



Augustinos, M. i Reynolds, K.J. (2006). *Understanding prejudice, racism and social conflict*. London: Sage Publications.



Nelson, T.D. (2009). *Handbook of prejudice, stereotyping, and discrimination*. New York: Psychology Press.



Oskamp, S. (2000). *Reducing prejudice and discrimination*. Mahwah, NJ, Lawrence Erlbaum Associates, Inc



Goffman, E. (1974) *Stigma. Notes on the Management of Spoiled Identity*. NY: Jason Aronson, Inc



# Prejudice and the Prevention of Discrimination and Hate crime

126231



## Course Description

ECTS Credits	5.0
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English Level	Lo
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## Course Type

E-learning Level	L1
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» Science Stream (Sociology Profile) (soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year)

Study Hours	30
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# Prevention of Violence in Adolescent Relationships

76080

## Lecturer in Charge



Doc. dr. sc.  
Eva Anđela Delale

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

Teaching assistant  
Jelena Maričić, dipl. psih.

## Course Description

Enable students to independently conduct four standard workshops with the theme of preventing violence in adolescent relationships, as well as prepare them for the future creating and management of psychological workshops on different topics.

## Course Type

» Psychology (Study) (specific and professional skills, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify problem of violence in adolescent relationships.
2. Use general knowledge about violence in intimate relationships and specifically on violence in adolescent relationships.
3. Develop competencies for working with adolescent population
4. Develop competencies to deal with more severe issues and taboo themes.
5. Develop competencies for creating workshops
6. Develop competences for conducting workshops
7. Develop organizational skills needed to organize workshops in secondary schools and similar institutions

## General Competencies

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of the members of different social groups and cultures as well as the specifics of their environmental and social context.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Appraise the outcomes and consequences of personal practice, as well as the professional competences, knowledge and skills in accordance with the changes and the standards of the profession, as well as national and European regulations.

## Grading

1) Class attendance - 10% 2) Presentation of the article and the co-leading of discussions about the article - 15% 3) Active participation in class - 15% 4) Participation in the leading of one of the standard workshops in class - 15% 5) Preparation and presentation of the "fifth" workshop - 15% 6) Conducting of cycle of workshops and participation in the focus group after the workshops - 30%

## Week by Week Schedule

1. Presentation of the program, its grounding, goals and student obligations, the discussion about the adolescent population in general (attitudes about adolescents, experience with adolescents, knowledge of the interests of adolescents), experience (direct or indirect) with violence in adolescent relationships, and violence in adolescence in other relations
2. First half of the students will have the task to present in pairs an article about the broader context of violence in adolescent relationships (e.g., the relationship between this type of violence with experiencing domestic violence, bullying, about impact of media on perpetration and/or experiencing violence in adolescent relationships etc.). After that, each pair will be required to give its critical review to the presented article (e.g. methodology, conclusions), try to link the content presented in the article with Croatian social context, prepare questions and lead a discussion about the specific topic of the article.
3. First half of the students will have the task to present in pairs an article about the broader context of violence in adolescent relationships (e.g., the relationship between this type of violence with experiencing domestic violence, bullying, about impact of media on perpetration and/or experiencing violence in adolescent relationships etc.). After that, each pair will be required to give its critical review to the presented article (e.g. methodology, conclusions), try to link the content presented in the article with Croatian social context, prepare questions and lead a discussion about the specific topic of the article.
4. Second half of the students will have the task to present in pairs an article about the more specific themes concerning violence in adolescent relationships (e.g. concerning the prevalence and consequences of the violence in adolescent relationships). After that, each pair will be required to give its critical review to the presented article (e.g. methodology, conclusions), try to link the content presented in the article with Croatian social context, prepare questions and lead a discussion about the specific topic of the article.
5. Second half of the students will have the task to present in pairs an article about the more specific themes concerning violence in adolescent relationships (e.g. concerning the prevalence and consequences of the violence in adolescent relationships). After that, each pair will be required to give its critical review to the presented article (e.g. methodology, conclusions), try to link the content presented in the article with Croatian social context, prepare questions and lead a discussion about the specific topic of the article.
6. Learning about the structure of the workshop (defining goals, identifying the contents, the criteria for selection of possible activities), short presentation of topics and subtopics of the standard "prevention of violence" workshops, a division into teams who will lead each standardized workshop in front of their peers (each student should participate equally in time - for example, if there is a 16 students on the course, each should take a quarter of one workshop).
7. Performance of the first standard workshop with the theme "I dream about good relationship" - expectations and rights in relationship (45 minutes), commenting on activities and workshop as a whole, discussion about possible improvements in the performance

8. Performance of the second standard workshop with the theme "With open eyes" - violent behavior in relationship (45 minutes), commenting on activities and workshop as a whole, discussion about possible improvements in the performance
9. Performance of the third standard workshop with the theme "My desires and boundaries" - non-violent resolution of conflicts (45 minutes), commenting on activities and workshop as a whole, discussion about possible improvements in the performance
10. Performance of the fourth standard workshop with the theme "How friends can help?" (45 minutes), commenting on activities and workshop as a whole, discussion about possible improvements in the performance
11. Discussion about the planned program and the possible difficulties, further practicing of "hard" parts of workshops - parts that will be additionally practiced depend on the students themselves, who choose the parts that they individually perceive as difficult, and can also choose the behavior of "class" (that is its counterparts) that they feel as problematic - the formation of teams of 4-5 members, selection of the theme and goals of "fifth" workshop within teams. Theme should be related to the prevention of violence in adolescent relationships, but to be completely or mostly uncovered in four standard workshops (e.g., jealousy, violence of girls towards boys).
12. Additional practicing of "hard" parts of the workshops; creation of activities of „fifth" workshops (within the teams)
13. Presentations of "fifth" workshops of each team, discussion about them
14. Organization of workshops in high-schools and support for conduction of workshops
15. Conducting of the focus groups, after all the students finish their workshops, aimed at experience exchange

## Literature



Ajdković, D., Ajduković, M., Cesar, S., Kamenov, Ž., Löw, A., Sušac, N. (ur.) Priručnik za provedbu preventivnog programa suzbijanja nasilja u mladenačkim vezama., Društvo za psihološku pomoć-Zagreb



Foshee, V.A, Bauman, K.E., Arriaga, X.B., Helms, R.W., Koch, G.G., Linder, G.F. An evaluation of Safe Dates, an adolescent dating violence prevention program. 45-50., American Journal of Public Health, 88



Foshee, V.A., Bauman K.E., Ennett, S., Linder, G.F., Benefield, T., Suchindran, C. Assessing the long-term effects of the safe dates program and a booster in preventing and reducing adolescent dating violence victimization and perpetration. 619-624., American Journal of Public Health, 94(4)



Foshee, V.A, Bauman, K.E., Greene, W.F., Koch, G.G., Linder, G.F., MacDougall, J.E. The Safe Dates program: 1-year follow-up results. 1619-1622., American Journal of Public Health, 90(10),

# Preventive Health Psychology

53812



## Lecturer in Charge



Doc. dr. sc.  
Maja Vurnek  
Živković

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

Enable the students to acquire knowledge in the field of preventive health psychology, health promotion and disease prevention, and train them for interdisciplinary work with other experts in the field of biomedical sciences. Provide them with insight into the fundamentals of psychological theories concerning health behaviors and changes of these behaviors. Provide them with an understanding of the impact of different interventions on the behavior of individuals in relation to health, and provide an opportunity for the application of these theories.

## Course Type

» Psychology (Study) (specific and professional skills, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain, discuss and draw conclusions about the possible impact of psychological interventions on health behavior.
2. Apply the basic knowledge of preventive health psychology.
3. Design interventions aimed at the promotion of health and prevention of disease.
4. Explain and discuss different health behaviour theories.

## General Competencies

Upon the completion of this course, the students will be able to: Evaluate different theories, paradigms and methodological approaches in psychology in the planning of evaluations and interventions with individuals, groups and organizations.

Critically assess the professional and scientific literature in psychology and related disciplines and be able to produce new scientific knowledge.

Explain the similarities, differences and usefulness of psychological interventions and the interventions within complementary disciplines in the field of social and biomedical sciences.

## Grading

The success in this course is fully determined by the students' work on the plans for the implementation of psychological interventions aimed at health promotion and / or prevention of disease.

## Week by Week Schedule

1. Elements of preventive health psychology
2. Theories of individual health behavior
3. Devising a plan for the implementation of a psychological intervention aimed at health promotion and / or prevention of disease.
4. Devising a plan for the implementation of a psychological intervention aimed at health promotion and / or prevention of disease.
5. Devising a plan for the implementation of a psychological intervention aimed at health promotion and / or prevention of disease.
6. Devising a plan for the implementation of a psychological intervention aimed at health promotion and / or prevention of disease.
7. Devising a plan for the implementation of a psychological intervention aimed at health promotion and / or prevention of disease.
8. Devising a plan for the implementation of a psychological intervention aimed at health promotion and / or prevention of disease.
9. Devising a plan for the implementation of a psychological intervention aimed at health promotion and / or prevention of disease.
10. Devising a plan for the implementation of a psychological intervention aimed at health promotion and / or prevention of disease.
11. Devising a plan for the implementation of a psychological intervention aimed at health promotion and / or prevention of disease.
12. Devising a plan for the implementation of a psychological intervention aimed at health promotion and / or prevention of disease.
13. Devising a plan for the implementation of a psychological intervention aimed at health promotion and / or prevention of disease.
14. Devising a plan for the implementation of a psychological intervention aimed at health promotion and / or prevention of disease.
15. Devising a plan for the implementation of a psychological intervention aimed at health promotion and / or prevention of disease.

## Literature



Green J. & Tones K. (2010)  
Health promotion:  
Planning & Strategies. Sage  
publications, London. U



Havelka, M. (2002).  
Zdravstvena psihologija,  
Naklada Slap, Jastrebarsko.  
P

# Production Process in the Media: Practicum

64751



## Lecturer in Charge



Izv. prof. dr. sc.  
Nada Zgrabljić  
Rotar

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

Enabling the students to work at the newspaper office - from searching for information, its processing and editing to sending the finished pages to print, or editing and broadcasting.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (media, 1st semester, 1st year)
- » Communication Sciences (Study) (media, 2nd semester, 1st year)
- » Communication Sciences (Study) (media, 3rd semester, 2nd year)
- » Communication Sciences (Study) (media, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Be familiar with the production process of newspapers and television stations
2. Realize the importance and purpose of the newspaper office editorial team
3. Define the forms of journalist cooperation with the newsroom staff - editors, proofreaders, graphic designers, camera operators, video cutting editors etc.
4. Apply the acquired skills in editing of texts and TV features.
5. Be familiar with and use the skills of editing texts and features
6. Independently perform journalistic and editorial assignments

## General Competencies

Define, describe and evaluate the production process in the media, its specificities and problems.

Apply, classify and distinguish professional terminology. Expertly and professionally apply the acquired specialist theoretical and practical knowledge to working in the media.

Demonstrate accountability, professional ethics, autonomy and initiative in one's work.

## Grading

Exercise participation 30%;  
Task fulfillment 70%.

## Week by Week Schedule

1. Introduction to the goals and subject of the course
2. Sources of information
3. Editorial meeting and selection of topics
4. Text and graphic standards; text, shooting and editing of features
5. Graphic design of newspaper pages - exercise; editing a journalistic features - exercise
6. Text editing; feature editing
7. Selection of photos in newspaper forms; design and editing of features
8. Topic of the day and special editions or shows
9. Preparing newspaper and TV specials
10. Supporting texts and features with graphic elements - infographics, representations, maps, etc.
11. Newspaper centerfold; central news pieces; breaking news
12. Newspaper and TV globals
13. Newspaper publications; news shows - from morning to night shows
14. Forwarding pages to print, broadcasting features
15. Archiving texts, newspapers and TV features

## Literature



Gittlin, Todd (2000) Inside prime time, University of California Press, Berkely and Los Angeles



Malović, S.(2005) Osnove novinarstva, Zagreb: Golden marketing - Tehnička knjiga, odabrane stranice



Kipphan, Helmut (2001) Handbook of print media technologies and production methods, Berlin: Springer, odabrane stranice



Anderson M. Bonnie (2010) News Flash: Journalism, Infotainment and the Botton-Line Buisness of Broadcast News



# Production Thesis

126008



## Course Description

Diploma thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their studies and in which the students must demonstrate their ability to analyze the posed problem or subject from the theoretical, practical and research perspective in the field or branch of science in which their studies are founded. The aim of this course is to allow the students to demonstrate their knowledge of the subject, the ability of independent research, use of literature and the application of scientific and professional methodology.

ECTS Credits 18.0

English Level Lo

E-learning Level L1

Study Hours

## Course Type

» Psychology (Study) (required course, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Collect, investigate and critically read scientific literature;
2. Choose a thesis topic;
3. Write the thesis syllabus;
4. Plan the course of scientific research within a well-defined frame;
5. Define research problems, hypotheses and methods which will be used in order to reach relevant results;
6. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).

## General Competencies

Apply, classify and distinguish between professional and scientific terminology in the area of research;

Identify, evaluate and use a variety of scientific-research methods in the field of social sciences or humanities, which are applied in the area of research;

Independently conduct scientific research in the area of research with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect various scientific methodologies and perspectives on specific issues and problems in the researched field of social sciences or humanities.

Write a thesis in the Croatian or one of the world's languages in accordance with the scientific and ethical postulates, and defend it before a three-member committee.

## Grading

50% the written thesis, 50% the oral presentation before a three-member committee.

## Week by Week Schedule

1. Discussion of the topic, its approval and the acceptance of tasks.

2. Writing the thesis.
3. Writing the thesis.
4. Writing the thesis.
5. Writing the thesis.
6. Writing the thesis.
7. Writing the thesis.
8. Writing the thesis.
9. Writing the thesis.
10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.
14. Writing the thesis.
15. Writing the thesis.

## Literature



Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.

# Production Thesis

**126009**

## Teaching assistant



Doc. dr. sc.  
Marijan Palmović

ECTS Credits	2.0
English Level	Lo
E-learning Level	L1
Study Hours	

## Course Description

Diploma thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their studies and in which the students must demonstrate their ability to analyze the posed problem or subject from the theoretical, practical and research perspective in the field or branch of science in which their studies are founded. The aim of this course is to allow the students to demonstrate their knowledge of the subject, the ability of independent research, use of literature and the application of scientific and professional methodology.

## Course Type

» Psychology (Study) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Choose a thesis topic;
2. Collect, investigate and critically read scientific literature;
3. Write the thesis syllabus;
4. Plan the course of scientific research within a well-defined frame;
5. Define research problems, hypotheses and methods which will be used in order to reach relevant results;
6. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).

## General Competencies

Apply, classify and distinguish between professional and scientific terminology in the area of research;

Identify, evaluate and use a variety of scientific-research methods in the field of social sciences or humanities, which are applied in the area of research;

Independently conduct scientific research in the area of research with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect various scientific methodologies and perspectives on specific issues and problems in the researched field of social sciences or humanities.

Write a thesis in the Croatian or one of the world's languages in accordance with the scientific and ethical postulates, and defend it before a three-member committee.

## Grading

50% the written thesis, 50% the oral presentation before a three-member committee.

## Week by Week Schedule

1. Discussion of the topic, its approval and the acceptance of tasks.
2. Writing the thesis.
3. Writing the thesis.
4. Writing the thesis.
5. Writing the thesis.
6. Writing the thesis.
7. Writing the thesis.
8. Writing the thesis.
9. Writing the thesis.
10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.
14. Writing the thesis.
15. Writing the thesis.

## Literature



Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.

# Protest and Revolution in the 20th and 21st Century

118581



## Lecturer in Charge



Doc. dr. sc.  
Ivana Jukić

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

This course is designed to introduce students to the systematic study of protest, revolution, civil wars, and other forms of domestic political violence. Students will be exposed to the theoretical debates concerning the importance of events, circumstance, and individuals in inspiring collective dissent and political violence. A selection of cases taken from the 20th and 21st Centuries will then be used to explore the various theoretical explanations. These cases include: The Russian Revolution, The Chinese Revolution, The Hungarian Uprising in 1956, The Islamic Revolution in Iran, and the democratic revolutions in East and Central Europe in 1989, as well as the recent Arab Spring in 2011. Each of these cases will also focus on the aspects of terrorism, civil war, protest, and state repression.

## Course Type

- » Science Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain causes of domestic political violence
2. Compare protests and revolutions within different parts of the Globe
3. Distinguish different types of domestic political violence
4. Analyze various theoretical explanations on political violence
5. Describe major revolutions of 20th and 21st Century

## General Competencies

After finishing the programme student will be able to:  
 define historical processes typical for certain historical period;  
 describe historical processes;  
 explain cause and effect relations of historical events and processes;  
 defend his/her own opinion in discussions on different historical events and processes;  
 appraise the value of historiographic interpretations.

## Grading

The final exam is written exam, but final grade will be result of complete student activity during course lessons.

## Week by Week Schedule

1. Class overview, schedule, requirements and What we think about protest and revolution. How to study it?
2. What is protest? How should we understand protest and revolution?
3. Marxism and the Russian Revolution
4. The Rebel's Dilemma
5. Chinese Revolution
6. Insurgents and Leaders
7. Hungarian Uprising
8. Midterm: written
9. Islamic Revolution
10. Terrorism and terrorists
11. Oppressive Regimes and Peaceful Revolutions
12. The Revolutions of 1989/ Draft papers due
13. The Arab Spring
14. Assessment: What can we say causes political violence?
15. Final Paper due and small presentations

## Literature



DeFronzo, J. *Revolutions and Revolutionary Movements*, Westview Press



Hoffman, B. *Inside Terrorism*, Columbia University Press



Francisco, R. A. *Collective Action Theory and Empirical Evidence*, Springer.



Francisco, R. A. (1993). *Theories of Protest and the Revolutions of 1989*, 663-680., *American Journal of Political Science*



Lichbach, M. I. (1998). *The Rebel's Dilemma*, University of Michigan Press

# Psychoimmunoneurology

53816

## Lecturer in Charge



Doc. dr. sc.  
Maja Vurnek  
Živković

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

The students will acquire knowledge in the field of psychoneuroimmunology, and will be enabled to take part in interdisciplinary work with other experts in the field of biomedical sciences. They will be provided insight into the definition of psychoneuroimmunology and its development to date, the basic functioning of the immune system, the interaction of the nervous, endocrine and immune systems. They will gain understanding of the influence of psychological processes on the immune system (the impact and effects of stress, depression, humor) and gain insight into the processes for enhancement of the immune system. The students will be taught to recognize all the advantages and limitations of particular research methods in the field of psychoneuroimmunology, and become capable of critical analysis of new knowledge.

## Course Type

» Psychology (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply the basic knowledge in the field of psychoneuroimmunology.
2. Analyze the findings obtained through research methods, evaluating the limitations of the used methodology.
3. Explain, discuss and draw conclusions about the possible impact of psychological factors on the immune and endocrine system and consequently on the health of the individual.
4. Explain and discuss the development of psychological methods for enhancement of immune system.

## General Competencies

Upon the completion of this course, the students will be able to:  
Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Analyze scientific literature in psychology and related disciplines, and produce new scientific knowledge.

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

## Grading

Students are graded based on their seminar papers and the written exam (two preliminary exams or one written exam).

## Week by Week Schedule

1. Definition of psychoneuroimmunology.
2. Overview of the development of psychoneuroimmunology.
3. The basic functioning of the immune system.
4. The interaction of the nervous, endocrine and immune system.
5. Theory of "mind-body" connection.
6. Preliminary exam.
7. The impact of psychological processes on the work of immune system (the impact and effects of stress, depression, humor).
8. The impact of psychological processes on the work of immune system (the impact and effects of stress, depression, humor).
9. The impact of psychological processes on the work of immune system (the impact and effects of stress, depression, humor).
10. The impact of psychological processes on the work of immune system (the impact and effects of stress, depression, humor).
11. The impact of psychological processes on the work of immune system (the impact and effects of stress, depression, humor).
12. Presentation of student reviews.
13. Processes for enhancement of the immune system.
14. Processes for enhancement of the immune system.
15. Overview, preliminary exam.

## Literature



J. Daruna Introduction to psychoneuroimmunology.,  
Academic press Elsavier. London.



# Psychological Counselling

53872



## Lecturer in Charge



Izv. prof. dr. sc.  
Gordana Buljan-  
Flander

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30
	15

## Course Description

Through this course the students will learn the basics of psychological counseling which includes: definition of counseling, recognizing the difference between counseling and psychotherapy, the historical development of psychological counseling, adopting and applying the skills of active listening, the skills of showing understanding, clarifying difficulties and relaxation, the evaluation of thoughts and behavior, the assessment of feelings and physical reactions and they will learn of the opportunities for counseling work in Croatia.

## Course Type

» Psychology (Study) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the theory of psychological counseling.
2. Compare and critically evaluate the advantages and disadvantages of different theories of counseling and psychotherapy.
3. Describe and analyze the historical facts and early development of psychological counseling.
4. Critically evaluate the basic principles and methods of psychological counseling.
5. Compare counseling and psychotherapy.
6. Describe, analyze and recognize when to apply which techniques and skills of psychological counseling.

## General Competencies

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Support collaboration in interdisciplinary team work and establish constructive professional relationships with experts from associated disciplines.

Develop accountability, autonomy and initiative in one's work.

Value the importance of life-long professional education.

## Grading

Class attendances – 10%;

Exercise participation – 15%;

Two preliminary exams or the final written exam – 75%.

## Week by Week Schedule

1. What is counseling? What is the difference between counseling and psychotherapy?
2. The goals of counseling. How are they achieved?
3. Historical overview - early development of psychological counseling
4. Counselors as persons?
5. Counseling conversation, role, stages, rules
6. Active listening - definition; skills and functions of active listening; forms of questions
7. Listening skills
8. Skills of showing understanding
9. Skills of clarifying difficulties
10. Skills of relaxation
11. Evaluation of thoughts and behavior
12. Assessment of feelings and physical reactions
13. How to conclude counseling
14. Efficiency of counseling - opportunity for research
15. Opportunities for counseling work in Croatia

## Literature



Nelson Jones, R. Praktične vještine u psihološkom savjetovanju i pomaganju, Jastrebarsko: Naklada Slap

# Psychological Testing Skills

53878

## Lecturer in Charge



Doc. dr. sc.  
Anita Lauri-  
Korajlija

ECTS Credits	2.0
English Level	L1
E-learning Level	L2
Study Hours	30

## Course Description

The aims of this course are to introduce students to the fundamentals of psychological testing and developing the skills of tests applications. Through lectures, students will become familiar with different psychological instruments and gain knowledge about their use, ways of interpretation and writing test results.

## Course Type

» Psychology (Study) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List and describe the various psychological instruments.
2. Describe the advantages and limitations of different psychological instruments and the conditions of their use.
3. Select and administer appropriate psychological instruments depending on the objectives of the assessment
4. Evaluate and assess the psychological instruments for a particular purpose
5. Prepare the data collected using psychological instruments for writing psychological report

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Create professional and scientific reports based on empirical data using scientific literature as well as select appropriate methods of data analysis and reporting on the results of research and professional work.

## Grading

During the course, activities are scored as follows: Regular attendance - 5 points  
Class activity 5 points  
Essay - 40 points  
Written exam - 50 points  
Grade is determined as follows: 1 - up to 51 points; 2 - 52-63 points; 3 - 64-75 points; 4 - 76-87 points; 5 - 88 or more points.

## Week by Week Schedule

1. Introduction to the course
2. Characteristics of psychological tests: reliability, validity and standardization
3. Tests for the assessment of cognitive abilities
4. Objective personality tests
5. Projective personality tests
6. Memory testing
7. Tests visuo-constructional skills
8. Specific tests for the assessment of depression, anxiety, quality of life
9. Interpretation of test results
10. Testing children
11. Testing in the organizational setting
12. Computer testing
13. Writing test results in psychological report
14. Ethical considerations and legal regulations in Croatia
15. Test

## Literature



Jackson, C. Psihologijsko testiranje., Jastrebarsko: Naklada Slap

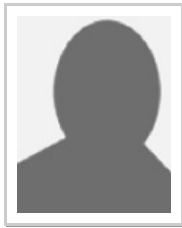


Galić S Neuropsihologijska procjena. Odabrana poglavlja., Jastrebarsko: Naklada Slap.

# Psychology of Art

53824

## Lecturer in Charge



Doc. dr. sc.  
Iva Šverko

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

Aim of this course is that students can recognize, describe, analyze and interpret concepts, arguments and theories concerning the philosophy of art with the emphasis on definitions of art and meaning in art .

## Course Type

- » Psychology (Study) (elective courses, 1st semester, 1st year)
- » Psychology (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply knowledge from various areas of psychology to the field of psychology of art
2. Discuss topics of psychology of art
3. Analyze and evaluate methods and techniques for measuring creativity
4. Apply techniques for stimulating creativity
5. Apply art techniques in clinical practice

## General Competencies

Appraise fundamental theoretical knowledge of psychology and its relationship with different branches of applied psychology.

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

## Grading

The rating is assigned based on active participation in class, seminar papers and exams.

## Week by Week Schedule

1. Art, psychology and psychology of art
2. Experimental aesthetics and assessing the value of a work of art
3. Theory of color
4. The perception of a work of art

5. Analytical and psychoanalytic interpretation of art
6. The symbols and the unconscious in art
7. Humanistic interpretation of art
8. Motivation for creativity and personality traits of artists
9. Expressive therapy
10. Art therapy
11. The role of art in psychological measurement
12. The determination of the biological basis of creativity
13. The creative process and the development of creativity
14. The development of artistic creativity of children
15. Fostering creativity

## Literature



Arnheim, R. (2008). *Novi eseji o psihologiji umjetnosti*. Zagreb: Matica hrvatska



Cvetković-Lay, J.; Pečjak, V. (2004). *Možeš i drukčije: priručnik s vježbama za poticanje kreativnog mišljenja*. Zagreb: Alineja



Itten, J. (1973). *Umetnost boje*. Beograd: Umjetnička akademija u Beogradu



Jung, C. G. (1987). *Čovjek i njegovi simboli*. Zagreb: Mladost



Supek, R. (1958). *Umjetnost i psihologija*. Zagreb: Matica hrvatska

# Psychology of Marketing

53795

## Lecturer in Charge



Prof. dr. sc.  
Goran Milas

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

The main objectives of the course is to introduce students to the basics of marketing and psychology as well as the place and role of psychologists in the field of marketing.

The students shall learn the basics of marketing and the ways in which psychologists can help in explaining consumer behavior and improving marketing activities.

## Course Type

» Psychology (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain psychology of marketing and role of psychology in understanding the consumer behaviour
2. Analyze various segments of psychological approach top marketing
3. Assess insights of psychology of marketing and assume a critical stance towards them
4. Apply the insights of psychology of marketing in own project
5. Write and design a project that will utilize the insights gained by the psychology of marketing

## General Competencies

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Appraise the outcomes and consequences of personal practice, as well as the professional competences, knowledge and skills in accordance with the changes and the standards of the profession, as well as national and European regulations.

Create professional and scientific reports based on empirical data using scientific literature as well as select appropriate methods of data analysis and reporting on the results of research and professional work.

## Grading

### Student research projects

During the semester, students may participate in a student research project in which they will together with another colleague or fellow to spend a shorter research in psychology and marketing to present the results. In this case, do not have to take the oral exam.

Proposed research areas:

- \* Lifestyles and consumption
- \* Psychological profiles of purchasing styles
- \* Psychological customer segmentation
- \* Analysis of commercials
- \* Taxonomy of purchasing decision-making process

### The grading system

Based on a research project:

Assessment of the research project is also the final grade in the course.

Based on the oral examination:

In the event that a student is not involved in the research project not satisfied with the achieved grades, he/she is obliged to take the oral examination in the required reading.

## Week by Week Schedule

1. Basic information and introductory remarks
2. Basics of marketing
3. Psychology and marketing
4. Consumer behaviour
5. Decision-making
6. Affective determinants of consumer behaviour
7. Cognitive determinants of consumer behaviour
8. Motivations and personlity as determinants of consumer behaviour
9. Attitudes and lifestyle as determinants of consumer behavior
10. Environmental determinants of consumer behavior
11. Market segmentation and product placement
12. Word of mouth communication and spreading of innovation
13. Marketing communication
14. Marketing research
15. Ethical issues of marketing psychology

## Literature



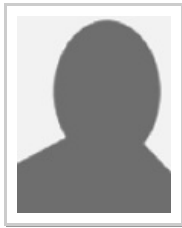
Milas, G. (2007). Psihologija marketinga. Zagreb: Target.



# Psychology of Marriage and Family

53804

## Lecturer in Charge



Prof. dr. sc.  
Josip Obradović

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

To familiarize students with the scientific theories and research results in the area of psychology of marriage and family. And to develop the scientific approach among students in the field of marriage and family which traditionally was exposed to various value judgments and unconfirmed myths.

## Course Type

» Psychology (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze and compare different theoretical approaches which try to explain processes in marriage and family as much as interactions among family members;
2. Recognize different theoretical approaches when applying the models in practice (counselling, education, mediation, court expertise);
3. Conclude about main principles related to marriage and family variables;
4. Conclude about the consequences of exogenous and endogenous variables and how they affect marriage and family;
5. Generalize about the principles how marriage and family works;
6. Apply in practice general principles and mechanisms of family interactions;
7. Recognize and identify non-scientific approach in explaining marriage and family problems;
8. Recognize and identify non-scientific approach in explaining family and marriage problems because of patriarchy or exaggerated feminist attitudes of the researchers;
9. Conclude about possibility of transfer conclusion about one social context to another

## General Competencies

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Analyze scientific literature in psychology and related disciplines, and produce new scientific knowledge.

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

## Grading

Altogether the student can achieve 80 points: Regular attendance (10 points); written paper or power point presentation (20 points); successfully taken final exam (50 points) (5 essay type questions, 10 points for each correct points.) 50 points = D(2); 60 points = C (3); 70 points = B (4); 80 points = A (5).

## Week by Week Schedule

1. Psychology of love
2. Development of partners' and intimate relationships
3. Intimate processes in marriage
4. Good and poor quality of communications in marriage
5. Marital quality
6. The consequences of decreased marital quality
7. Transition of marriage into family
8. Parenthood
9. Family influences on children
10. Family influences on development of the child
11. Family influences on socio-emotional regulation of children
12. Marriage instability and divorce
13. Ex-partners' reaction to divorce
14. Influence of parents' divorce on children
15. Influence of parents' divorce on social, emotional and cognitive development of children

## Literature



Obradović, M. Č.; J. Obradović, Psihologija braka i obitelji (2006) Zagreb: Golden marketing.

# Psychology of Mass Media and Mass Communication

64750

## Lecturer in Charge



Doc. dr. sc.  
Jelena Jurišić

ECTS Credits	5.0
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English Level	Lo
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant  
red. prof. dr. sc. Ronald  
Mangold

## Course Description

The aim of this course is to introduce students to the psychological effects and studies of media and mass communication and how this is related to the study of the media and the public, and the development of communication sciences.

## Course Type

- » Communication Sciences (Study) (mass communication research, 2nd semester, 1st year)
- » Communication Sciences (Study) (mass communication research, 4th semester, 2nd year)
- » Communication Sciences (Study) (media, 2nd semester, 1st year)
- » Communication Sciences (Study) (media, 4th semester, 2nd year)
- » Communication Sciences (Study) (public relations, 2nd semester, 1st year)
- » Communication Sciences (Study) (public relations, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List, reproduce and explain the theories from the curriculum
2. Use and explain technical terminology
3. Explain the interdisciplinary nature of communication sciences research and analyse it in the context of other concerned social sciences
4. Analyze critically and explain the psychology of media and mass communication and their importance for scientific and practical development of communication sciences
5. Justify and defend one's attitudes on the pertinent topics.
6. Demonstrate the ability to conduct, write and present small-scale scientific research in English (as a group-work)

## General Competencies

Define, describe and explain the relationship between psychology and the media and its central concerns.

Apply, classify and differentiate the technical terminology.

Identify, distinguish, evaluate and critically evaluate media effects and their impact on media audience and society as a whole.

Conduct scientific research, individually or in teams, in the field of communication sciences with the help of modern scientific research methods and writing papers in a clear and organized manner.

Apply oral and written communication and presentation skills in English.

## Grading

30% Activity in the classroom discussions and on the Moodle course;

30% Project;

40% Exam.

## Week by Week Schedule

1. Basic concepts of media psychology: Media as tools, characteristics of media;
2. History of media and media research (brief recapitulation of History of Mass Media Researches);
3. Basic concepts of media psychology: media genres, selective exposure, media effects, reception motives, uses and gratifications;
4. Research methods of media psychology (in part recapitulation of Methodology of Mass Media and Statistics in Communication Science Researches);
5. Available media (media situation and media context);
6. Entertainment media: Theories of entertainment;
7. Psychology of emotions / Measurement of emotions; Emotional media effects; Explanatory approaches to the phenomenon of paradox emotions ("sad film paradoxon"): meta emotions / social comparison / mood management / sensation seeking / suspense / terror management / emotional gratifications;
8. Information and knowledge media: Psychology of attention and cognitive processes (thinking, learning, judgement processes);
9. Processing news media (journal news, television news, internet news);
10. Learning with the media: multimedia / knowledge management / e-learning; Learning through the media use: The "Gutenberg galaxy" (McLuhan) / cultivation of cognitive skills (Salomon) / cultivation of beliefs (Gerbner);
11. Teaching with the media: the cognitive approach / the constructivist approach;
12. User centered design of information media: usability and user experience;
13. Evaluation of information media;
14. Social media: Media of one-to-one communication: telephone, e-mail;
15. Social psychology of the Internet; Personal websites; Social media (Web 2.0).

## Literature



Bryant, J.; Oliver, M. B. (Eds.) (2009). Media effects. Advances in theory and research (3rd ed.). New York: Routledge.



Harris, R. J. (2009). A cognitive psychology of mass communication (5th ed.). New York: Routledge.



Bryant, J.; Vorderer, P. (Eds.) (2008). Psychology of entertainment. New York: Routledge.

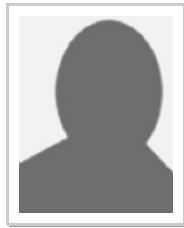
# Psychology of Organisational Behaviour

53867

## Lecturers in Charge



Prof. dr. sc.  
Ljiljana Kaliterna-  
Lipovčan



Doc. dr. sc.  
Adrijana Košćec  
Đuknić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30 15

## Course Description

The course provides a detailed introduction to the study of the impact that individuals, groups and structure have on behavior in organizations.

It is designed to make students acquainted with the basic understanding of psychology applied in an organizational context and to develop the basic skills required for the application the knowledge acquired. Competences acquired in the course will enable students to understand and motivate individuals and groups in an organization and the ability of effective organizational action. Specific areas covered by the course include the adoption of competence necessary for understanding of individual differences relevant to organizational behavior, job satisfaction, motivation and emotion, perception and decision-making, social influence and group processes, conflict and negotiation, power and authority, leadership, organizational culture, socialization, innovation and changes.

## Course Type

» Psychology (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the importance and role of individual differences and perceptions of organizational behaviour.
2. Predict factors that interfere with efficient organizational activity.
3. Assess the social impacts and group processes in an organization.
4. Select interventions to motivate individuals and groups in the organization.
5. Apply methods of effective communication and conflict resolution in the team.
6. Plan interventions aimed at increasing job satisfaction and improving organizational culture.
7. Select interventions aimed at improving the work design
8. Select interventions for successful adaptation to changes and stress management in the workplace.
9. Demonstrate the proposed activities and the results to bot professional and non-professional audience.

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Develop accountability, autonomy and initiative in one's work.

## Grading

Attendance 15%, paper 25%, two colloquia or final exam 60%.

## Week by Week Schedule

1. Introduction to the course; Individual differences in organization
2. perception and decision-making
3. Work-groups and teamwork
4. Student papers
5. Human resources
6. Communication in an organization
7. Conflict and negotiations
8. Student papers
9. Leadership
10. Organizational structure and culture
11. Student papers
12. Word design and technology
13. Innovation, change and stress
14. Student papers
15. Concluding lecture

## Literature



Stephen P. Robbins (2003)  
Organisational Behaviour,  
New Jersey: Prentice Hall.



<http://www.eurofound.europa.eu/publications> - By subject: Quality of Work.

# Psychology of pain

53814



## Lecturer in Charge



Doc. dr. sc.  
Maja Vurnek  
Živković

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Ana Havelka Meštrović, dr.  
sc.

## Course Description

Goal of the course is acquisition of extensive theoretical knowledge about Psychology of Pain and work with patients suffering from painful syndromes. Goal is introducing students in to the role of psychology of pain as part of interdisciplinary medical and humanistic sciences.

## Course Type

- » Psychology (Study) (elective courses, 1st semester, 1st year)
- » Psychology (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define of Pain and why it is important in our lives.
2. Name definition and concepts of pain psychology.
3. Distinguish different pain theories.
4. Analyze of the psychology of pain in view of cultural and social aspects.
5. Describe different types of pain and pain syndromes.
6. Apply basic competencies for working with patients suffering from chronic pain.

## General Competencies

Choose models of psychological assessment and counseling in working with individuals, groups and organizations.

Prove similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Support collaboration in interdisciplinary teamwork and create constructive professional relationships with experts of collaborating disciplines.

## Grading

Seminal paper.



## Week by Week Schedule

1. Introduction what is pain
2. Theory of Pain Gate control Theory
3. Theory of Pain Neuromatrix theory
4. Socio-cultural aspects of pain
5. Chronic pain syndromes
6. Pain in children
7. Pain in elderly people
8. Pain in patients with severe burns, phantom pain
9. Measurement of pain in children and adults
10. Measurement of pain in children and adults
11. Treatment of Pain medical and psychological treatment of pain
12. Treatment of Pain medical and psychological treatment of pain
13. New research in Psychology of Pain
14. New research in Psychology of Pain
15. Student presentations

## Literature



Havelka M, Havelka Meštrović A. (2013). Zdravstvena psihologija. Zagreb. Zdravstveno veleučilište.



Havelka M. (2001). Zdravstvena psihologija. Jastrebarsko: Naklada Slap.



Melzack R. (1973). The Puzzle of Pain. London: enguin Books.



Melzack, R., Wall, P. (1982). The Challenge of Pain. Harmondsworth, Peugiun Books.



Bond M. R. (1971). The Relation of Pain to the Eysenck Personality Inventoty, Cornell Medical Index aiid Whiteley Index of Hypochondriasis. British Journal of Psychiatry, 119., 671-678.

# Psychology of profession choices

53800

## Lecturer in Charge



Doc. dr. sc.  
Iva Šverko

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

As part of the course, students will learn about the most important theories of vocational choice and career development on which are based programs of vocational guidance. They will also become acquainted with a set of procedures, tools and tests that are applied in the process of vocational guidance.

## Course Type

- » Psychology (Study) (elective courses, 1st semester, 1st year)
- » Psychology (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define key constructs in the field of psychology in career choice
2. Analyze major theories of career choice and career development
3. Evaluate tools and techniques for career guidance
4. Analyze and evaluate methodological studies in the field of vocational psychology
5. Apply theoretical concepts, tools and techniques in practical work of career counselor
6. Identify problems of vocational guidance in Croatia
7. Analyze career counseling school program for fostering vocational development in schools
8. Analyze personal vocational preferences and learn how to introduce oneself in competitive labor market

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

## Grading

The rating is assigned based on active participation in class, few short seminars/essays and final exam.

## Week by Week Schedule

1. Introductory lecture
2. Career planning and professional guidance: who, whom, how?
3. Characteristics of process of career planning and relations thereof.
4. Difficulties in career choices and available options for intervening.
5. Diferentialistic approach to career planning.
6. Web tools for professional guidance
7. Developmental approach to professional development.
8. School programme of professional development - get to know yourself.
9. School programme of professional development - get to know the world of work.
10. School programme of professional development - make a decision.
11. Social context of career planning: theory of limitations and choice.
12. Constructionist approach to the career
13. Writing a CV
14. Job interview
15. Colloquim

## Literature



Brown, D.; Brooks, L. (1996 ili novije). Career choice and development. San Francisco: Jossey-Bass Publishers.



Brown, D. (2003). Career information, career counseling, and career development. Boston: Allyn and Bacon.



Šverko, B., Babarović, T.; Šverko, I. (2007). Vrijednosti i uloge u odabiru karijere. *Suvremena psihologija*, 10 (2), 295-323.



Šverko, I. (2003). Profesionalni interesi: određenje, dominantni pogled i nove tendencije. *Suvremena psihologija*, 6 (1), 129-149.

# Psychology of Sleep and Wakefulness

53827



## Lecturers in Charge



Doc. dr. sc.  
Biserka  
Radošević-  
Vidaček



Doc. dr. sc.  
Adrijana Košćec  
Đuknić

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

Analyze psychological, biological and behavioral characteristics of sleep and wakefulness, the relationship of sleep and wakefulness, methods in sleep research, characteristics of healthy sleep and different sleep disorders, characteristics of dreaming and psychological methods and techniques used in diagnosis and therapy of sleep disorders. Through lectures and students' presentations the students will critically evaluate theoretical and methodological concepts of sleep, and analyze their own sleep.

## Course Type

- » Psychology (Study) (elective courses, 1st semester, 1st year)
- » Psychology (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze psychological, biological and behavioral characteristics of sleep and wakefulness
2. Compare basic methods in sleep and sleepiness research
3. Explain sleep regulation mechanisms
4. Evaluate methods in dream research
5. Argue different positions on the functions of sleep
6. Classify indices of different sleep disorders
7. Apply specific treatments for different sleep disorders
8. Apply principles of healthy sleep on their own sleep
9. Evaluate their own sleep

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Support collaboration in interdisciplinary team work and establish constructive professional relationships with experts from associated disciplines.

## Grading

Two tests or written exam 3/5; project and its presentation 2/5.

## Week by Week Schedule

1. Introduction-What is sleep? Definition of sleep from behavioral and physiological perspective. Importance of sleep research. States of consciousness. Sleep measurement. Introduction to student project.
2. Methods in sleep and sleepiness research. Sleep diaries. Sleep quality questionnaires. Morningness-eveningness questionnaires. Multiple sleep latency test. Sleepiness scales. Psychomotor vigilance task.
3. Characteristics and regulation of sleep and wakefulness: circadian and homeostatic mechanisms. Behavioral, physiological and psychological characteristics of sleep and wakefulness. Basic mechanism of sleep regulation.
4. Phylogenesis of sleep.
5. Methods in sleep research. Polysomnography and sleep stages. Sleep stage scoring practice.
6. Ontogenesis of sleep. Sleep development from birth to adolescence. Sleep of Croatian adolescents.
7. Ontogenesis of sleep. Adult sleep. Sleep and ageing. Sleep and longevity.
8. Methods in sleep research. Actigraphy. Validity of actigraphy method in sleep research. Use of actigraphy in diagnosis and therapy of sleep disorders. Comparison of different sleep research methods. Further instructions about the project.
9. Function of sleep. Traditional questions on the function of sleep. Sleep need. Sleep as an adaptive state. New approaches to research of sleep function.
10. Sleep and emotion. Sleep and emotional reactions.
11. Sleep and learning. Sleep and memory. Effects of sleep deprivation on learning and memory.
12. Sleep disorders. Classification of sleep disorders. Epidemiological studies of sleep disorders.
13. Diagnostics and therapy of sleep disorders. Pharmacological and nonpharmacological approach to treatment of sleep disorders
14. Dreaming. Neurocognitive theory of dreaming. Dream content analysis. Function of dreaming. Other theories of dreams. Insomnia. Psychological models of genesis and development of insomnia. Insomnia treatments.
15. Presentation of the students' sleep project

## Literature



Dement, W. C., Vaughan, C. (2009). Spavajte bolje, živite dulje. Zagreb: Školska knjiga.



Odabrani radovi iz stručnih časopisa relevantni za pojedinu temu.

# Psychotherapy Modalities

53871

## Lecturer in Charge



Doc. dr. sc.  
Adrijana Košćec  
Đuknić

ECTS Credits	4.0
English Level	L1
E-learning Level	L2
Study Hours	30
	15

## Teaching assistant

Doc. dr. sc. Adrijana Košćec  
Đuknić

## Course Description

The course is developed to introduce students with basic principles of psychotherapy process and various approaches to psychotherapy practice.

## Course Type

» Psychology (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Assess the characteristics of psychotherapy process
2. Assess different aspects of professional responsibilities of psychotherapist.
3. Distinguish specificities of particular psychotherapy approaches and methods.
4. Distinguish psychotherapy from clinical psychology and psychiatry.
5. Argue importance of psychotherapy methods in protection of mental health.
6. Judge ethical questions in psychotherapy profession.

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Appraise the outcomes and consequences of personal practice, as well as the professional competences, knowledge and skills in accordance with the changes and the standards of the profession, as well as national and European regulations.

Support collaboration in interdisciplinary team work and establish constructive professional relationships with experts from associated disciplines.

## Grading

Class attendance and participation in exercises – 15%, seminar – 25%, tests/Exam – 60%.

## Week by Week Schedule

1. Definition of psychotherapy
2. Psychotherapist as a person and professional
3. Psychodynamic approaches
4. Existential approaches
5. Gestalt therapy
6. Reality therapy
7. Transactional analysis
8. Behavior-cognitive therapies
9. Family and couples therapies
10. Psychodrama
11. Integrative therapy
12. Body psychotherapies
13. Other psychotherapy approaches
14. Ethical questions in psychotherapy practice
15. Professional status of psychotherapy

## Literature



Corey G. (2004). Teorija i praksa psihološkog savjetovanja i psihoterapije. Jastrebarsko: Naklada Slap

# Public Opinion and Media Market Research

57214

## Lecturer in Charge



Doc. dr. sc.  
Ivan Burić

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Ivan Burić

## Course Description

The main objective of this course is to familiarize the students with the basics of the methodology of the public opinion and media market research, as well as the basic goals of using this type of research in business practice. In this way, we want to educate the students in how to properly devise, use and evaluate public opinion and media market polls. Accordingly, the course strives to ensure that the students are upon completion of their studies capable to use the market, media and public opinion research in concrete business practice, as important business tools in the context of reflexive business practices.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (mass communication research, 1st semester, 1st year)
- » Communication Sciences (Study) (mass communication research, 3rd semester, 2nd year)
- » Communication Sciences (Study) (public relations, 1st semester, 1st year)
- » Communication Sciences (Study) (public relations, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Name research methods and techniques that are applied in business organization operations.
2. Reproduce the most important methodological characteristics of individual methods of the public opinion and media market research.
3. Identify the most important benefits of certain methods of the public opinion and media market research.
4. Distinguish the most important specifics of particular methods of the public opinion and media market research.
5. Demonstrate the ability to communicate with research agencies in order to define research questions, define the optimal research design, as well as define the optimal research methods needed to solve specific business problems
6. Apply public opinion and media market polls in professional activities.



## General Competencies

Define, describe and evaluate public opinion research and the central issues of the discipline.

Apply, classify and distinguish the professional terminology in various fields of communicology.

Identify, evaluate and use scientific-research methods used in the study of public opinion.

Individually or in teams conduct scientific research.

## Grading

20% class attendance, 20% seminar paper, 60% exam.

## Week by Week Schedule

1. The notion of public opinion
2. The development of public opinion research,
3. Social determinants of the development of public opinion research,
4. Epistemological grounds of public opinion research,
5. Basics of qualitative and quantitative methodology of public opinion research,
6. Overview of the main types and methods of public opinion research,
7. Use of public opinion research in the sphere of politics and public affairs,
8. Public opinion research and public relations,
9. Use of public opinion research in the activities of business entities,
10. Basics of media consumption research as a special type of public opinion research,
11. Purposes of media consumption research,
12. Types of media consumption research,
13. Basic methodological specificities of media research,
14. The way media research is used in the activities of business entities.
15. Presenting seminar papers

## Literature



Lamza Posavec, Vesna (1995). Javno mnijenje: teorije i istraživanje, Alinea



Burić, Ivan (2009). Istraživanja javnog mnijenja i medijskog tržišta, skripta



Sharon, Hartin Iorito (2004). Qualitative Reeserch in Journalism, Lawrence, Erlbaum Associates

# Public Promotion of Science

57236

## Lecturer in Charge



Doc. dr. sc.  
Jelena Jurišić

ECTS Credits	4.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15
Teaching assistant	
Duje Bonacci, mr. sc.	

## Course Description

The aim of the course is to enable the students to adopting the theoretical and analytical framework for the understanding of science as a specific human activity aimed at developing credible convictions (insights) about the physical and social phenomena. In this context, the course has the additional aim of teaching students to devise and plan activities for public promotion of science.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the links and differences between lay (i.e. non-scientific) and science-based convictions
2. Specify and describe the fundamental determinants of the methodology of scientific research (as opposed to the lay experience of the world)
3. List and describe the elements of scientific research systems and their interrelationships
4. Explain the role of science as a human activity in the wider social and cultural context
5. Plan practical activities in public promotion of science

## General Competencies

Define, describe and evaluate methods of promotion of science and their central problems. Define and explain the role of science as a human activity in the wider social and cultural context. Apply, classify and distinguish professional terminology. Expertly and professionally apply the acquired specialist theoretical and practical knowledge in public relations. Identify, distinguish, evaluate and critically assess media content and its impact on the attitudes, behavior and decisions of individuals, audience and the society as a whole.

## Grading

25% seminar work,  
25% essay,  
50% exam.

## Week by Week Schedule

1. Man's experience of the world. What is knowledge? The problem of demarcation in classical epistemology
2. The cybernetic concept of knowledge. Knowledge and doing. The three components of knowledge
3. Evolutionary role of curiosity. Sources of beliefs
4. Language as a tool of cognition. Cooperation, language and speech. Structuring the experience and consideration (personal use of language)
5. Philosophy of scientificity. Naturalism. Basic assumptions
6. Emergent-cognitive universe
7. Elements of science research methodology. The basic principles
8. Models as the foundation of the explanation scientificity. General tools of scientific modeling
9. Research narratives. Theories, paradigms, worldviews and ideologies. Scientificity and narrativity
10. Sociology and economics of research. Sociology of social practices. From philosophy to sociology of science
11. Bourdieu's model of social practices. Fields of practice in research. Basic features of research fields
12. Institutions of research fields. Economics of research. Research resources
13. Organization of research The system of financing of scientific research
14. Science and society. Political decision-making about public matters. Bases for decisions. Science and deciding. The question of expertise
15. Promotion of expertise in deciding. Popularization. Lobbying

## Literature



Sismondo, Sergio (2010). An Introduction to Science and Technology Studies (2nd ed.), Wiley-Blackwell, Chichester



Materijali s predavanja koji se svake godine obnavljaju s aktualnostima

# Public Relations: Legal and Ethical Standards

64756

## Lecturer in Charge



V. pred. mr. sc.  
Zdeslav Milas

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Zdeslav Milas, V. pred. mr.  
sc.

## Course Description

The aim of the course is to familiarize the students with the legal standards that regulate the profession of public relations and present the standards and codes of ethical action and communication in public relations, and encourage them to critically assess ethical dilemmas.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (public relations, 1st semester, 1st year)
- » Communication Sciences (Study) (public relations, 2nd semester, 1st year)
- » Communication Sciences (Study) (public relations, 3rd semester, 2nd year)
- » Communication Sciences (Study) (public relations, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the implementation of legal regulations that concern the constitutionally guaranteed right of access to information and prepare the devising of communications policy based on transparent information provision and communication in public relations with the public
2. Apply legal regulations that concern the obligation of publicizing and informing in corporate communication
3. Explain intellectual property rights
4. Distinguish between legal and ethical prohibitions in covert public relations in terms of covert advertising
5. Apply the ethical principles of public relations and business ethics
6. Point out ethical dilemmas in public relations
7. Apply the principles of the code of ethics of public relations (CPRA)
8. Explain the model of excellence in public relations practice

## General Competencies

Define, describe and evaluate the legal standards of public relations and the central problems;

Define, describe and evaluate the ethical standards of public relations and the central issues;

Apply, classify and distinguish professional terminology;

Expertly and professionally apply the acquired specialist theoretical and practical knowledge to working in public relations;

Successfully collaborate with different individuals and groups in discussions and finding answers to various theoretical and practical issues;

## Grading

Lecture attendance, literature reading and participation in discussions with the professor and the colleagues (25% of the final grade), seminar paper with presentation (25% of the final grade) and final exam (50% of the final grade).

## Week by Week Schedule

1. The right of access to information in Croatia and the European Union, guidelines for spokespersons in public authorities
2. The Capital Market Act, the Code of Corporate Governance, guidance for dealing with investors
3. Copyright and related rights, industrial property rights, guidelines for the protection and designing of PR-publications
4. Copyright and related rights, industrial property rights, guidelines for the protection and designing of PR-publications
5. Legal requirements concerning the content in provision of information and publications in public relations: obligation to provide accurate information, protection of secret, personal and business related, as well as state secret, personality rights, competition offense
6. Prohibition of covert PR activities in terms of covert advertising, legal and ethical guidelines
7. Prohibition of covert PR activities in terms of covert advertising - practical experience and examples from the media
8. Prohibition of election promotion of state bodies, guidelines for spokespersons and PR experts in political and public institutions
9. Personal ethics of PR professionals - loyalty to the employer / profession / society / themselves, ethical dilemmas
10. Ethics of public relations and crisis communication
11. Business ethics and the ethics of public relations
12. Codes of ethics: international, European and national
13. code of ethics of the Croatian Public Relations Association, interpretation, practice
14. The normative model of public relations and of excellence in public relations from an ethical point of view
15. Corporate Social Responsibility

## Literature



TOMIĆ, Zoran (2008.):  
Odnosi s javnošću,  
Synopsis, Zagreb



CUTLIP, Scott M.,  
CENTER, Allen H.,  
BROOM, Glen M. (2003.):  
Odnosi s javnošću, MATE,  
Zagreb (odabrana poglavlja:  
5. Etika i profesionalizam, 6.  
Pravna pitanja, str. 143.-  
218.)



TENCH, Ralph,  
YEOMANNS, Liz (2009.):  
Otkrivanje odnosa s  
javnošću, HUOJ, Zagreb  
(poglavlje: 14. Etika i  
profesionalizam u  
odnosima s javnošću, str.  
309.-327., Etički protokol  
Global Alliance, str. 330.-  
332.)



PARSONS, Patricia P.  
(2008.): Ethics in Public  
Relations: A Guide to Best  
Practice, Kogan Page,  
London/Philadelphia



BROOM, G. (2010),  
Učinkoviti odnosi s  
javnošću, Mate, Zagreb  
(odabrana poglavlja) [u  
zamjeni za CUTLIP et al  
(2003)]

# Public Relations Practicum

64753



## Lecturer in Charge



Doc. dr. sc.  
Zoran Tomic

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	30

## Course Description

Public Relations Practicum was conceived as a course which through interactive work, individual and in groups, links previously mastered theoretical and practical knowledge with the requirement of performing professional tasks in the future working environment. The practicum covers various writing skills, strategic planning, organization, practical approach to the issues of PR and simulations of real situations from the environment. The course expects active participation because it includes an introduction in which the students will be given advice on the subject and a practical part in which the students will be required to carry out exercises and simulations. The course includes a final assignment on the topic chosen by individual students. The assignment can be of any form and content which fall under the practical application of public relations. The final assignment serves as the basis of the final grade and periodical tasks are also taken into consideration for this purpose.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (public relations, 1st semester, 1st year)
- » Communication Sciences (Study) (public relations, 2nd semester, 1st year)
- » Communication Sciences (Study) (public relations, 3rd semester, 2nd year)
- » Communication Sciences (Study) (public relations, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Distinguish, properly implement and use the techniques and tools in media relations, internal relations and relations with other participants,
2. Apply the ethical principles of the profession in daily work,
3. Demonstrate the ability to perform tasks at the level of an assistant or junior consultant in organizational public relations or as a consultant,
4. Apply the techniques and tools of risk and crisis management,
5. Demonstrate the ability to independently, professionally and efficiently devise a communication plan and present it,
6. Apply the communication techniques in social networks and new media

## General Competencies

Apply, classify and distinguish professional terminology used in the public relations practice; Expertly and professionally apply the acquired specialist and practical knowledge to working in public relations; Demonstrate accountability, professional ethics, autonomy and initiative in work; Apply skills of verbal and written communication and presentation skills in the Croatian language ;

## Grading

Final grade is based on the student's continuous work during the semester and the evaluation of the seminar assignment.

## Week by Week Schedule

1. Introductory talk about the course content. The skills of writing press releases. Exercise.
2. Access to the information components in PR. Demonstration examples - exercise - one-way information management.
3. Analytical approach - tools for environment study for the purpose of better decision making and risk management, and preparation for relations with other stakeholders.
4. Communication in social networks. Content management instructions. Exercise.
5. Working in an agency or a consulting firm - tips from practice. Tools used by consultants. Budgeting. Exercise.
6. Active creative communication. Campaign planning. Exercise.
7. Approach to stakeholder relations (stakeholder management). Relations management, socially responsible approaches, exercise.
8. Introduction to lobbying and public affairs. Exercise, quiz.
9. Approach to problematic situations (issues management). Issues diagnostics. Exercise on practical examples.
10. Crisis management. Simulation in groups.
11. Measuring and evaluation in PR. Tools. Exercise.
12. Introduction to the final (practical) assignment. Instructions, description of the assignment problem. Description of the criteria for assignment evaluation.
13. Ethics in the profession. Professionalism.
14. Entering the labor market. Practical tips.
15. Concluding class. Tutorial.

## Literature



Tench, R. i Yeomans, L. (2009). Otkrivanje odnosa s javnošću, Zagreb: HUOJ



Jugo, D. (2013). Strategije odnosa s javnošću, Zagreb: Profil



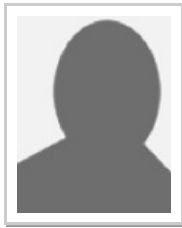
Holtz, S. (2007). Korporativni razgovori – vodič za provedbu učinkovite i prikladne interne komunikacije., Zagreb: HUOJ (Sarajevo: MIMS)



# Qualitative Methods in Sociology

53915

## Lecturer in Charge



Doc. dr. sc.  
Marija Brajdić  
Vuković

ECTS Credits	6.0
English Level	L2
E-learning Level	L2
Study Hours	30
	60

## Teaching assistant

Doc. dr. sc. Marija Brajdić  
Vuković

## Course Description

The aim of the course is to provide for the students an insight into the nature and logic of qualitative research methods in sociology, and, by providing the constant mentorship, to teach them how to design and carry out a qualitative research project and write a complete research report. One of the important goals is to develop students' ability to act as reflexive researchers.

## Course Type

» Science Stream (Sociology Profile) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Develop a research design
2. Create the qualitative research instruments
3. Apply a sample logic in qualitative research
4. Apply scientific observation, individual interview and focus-group approaches
5. Explain the results of qualitative research
6. Write a research report
7. Develop a "researchers' mind"
8. Use reflexive research approach

## General Competencies

Upon the successfully passed exam, students will be able to:

Design a research project.

Organize the implementation of a research project.

Combine the society related data in the coherent written and oral form.

Develop the research question on the subject/process/phenomena of social interest.

Choose the adequate methodological approach or the combination of approaches in investigation of the social phenomena.

Combine the different social research methods in the analyses of the relevant data.

Employ the highest ethical norms in conducting of the social research with an aim of protecting the human subjects from any possible harm.

Evaluate published sociological research with suggestions of possible improvements.

Write a comprehensive research report in the appropriate disciplinary style and discourse.

Publicly support sociology and the social research methods as being relevant in addressing of the actual social problems and issues.

## Grading

Research report (30%), obligatory class attendance (20%), written exam (50%).

Timely submitted research report is prerequisite for taking the exam.

## Week by Week Schedule

1. Lectures: Introduction to the course. Knowledge assessment. Orientation. Reflexivity. Exercises: How to write reflexive research diary. Exercise in writing a first part of the diary.
2. Lectures: What is Qualitative Research? Meanings, Interpretation and Social Construction of Knowledge. The role of theory in qualitative research. Exercises: Selection of research topic, introduction to the topic
3. Lectures: Designing Qualitative Research Exercises: Goals, purpose and research questions; teamwork selection
4. Lectures: Fieldwork – introduction, ethical, safety and political issues. Exercises: Selection of the research method based on research questions
5. Lectures: Reflexivity and self in qualitative research Exercises: Creating protocol for qualitative research
6. Lectures: Field notes and recording Exercises: Testing the instruments, research techniques
7. Lectures: Sampling in different qualitative methods Exercises: Sampling
8. Lectures: Interview method Exercises: Informed consent, reporting on research to the ethical committee
9. Lectures: Individual (in-depth) interview Exercises: Fieldwork report, introduction to data analyses, data saturation
10. Lectures: Opažanje Exercises: Data analyses
11. Lectures: Analyses and presentation of the individual research results; reliability and validity and most common sources of errors and biases Exercises: Interpreting research results, defending of reliability and validity of the data
12. Lectures: Presentation of qualitative research results Exercises: Making report of research results for the purpose of written and oral presentation
13. Lectures: Using qualitative research data as the basis for quantitative research and for advocating changes in public policies Exercises: Oral presentation of research results, code list presentation
14. Lectures: Visual methods- photography and mapping Exercises: Writing a research report

15. Lectures: Qualitative approach in social network research  
Excercises: Presentation of research results for the purpose of advocating of public policy changes

## Literature



Creswell, J.W. (2006). Qualitative Inquiry & Research Design, Sage Publications



Bloor, M. & Wood, F. (2006). Keywords in Qualitative Methods, Sage Publications



Berg, L. (1998). Qualitative research methods for the Social Sciences: CH4: A dramaturgical look at interviewing, Allyn & Bacon



Vujević, M. (2006). Uvođenje u znanstveni rad u području društvenih znanosti, Školska knjiga

# Quantitative Research Methods

53912



## Lecturer in Charge



Prof. dr. sc.  
Vesna Lamza  
Posavec

ECTS Credits	6.0
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English Level	L1
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E-learning Level	L1
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Study Hours	30
	60

Teaching assistant  
Ivan Balabanić, dr. sc.

## Course Description

### Course Type

» Science Stream (Sociology Profile) (required course, 3rd semester, 2nd year)

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the logic and phases of quantitative social research
2. Define preliminary design of survey and other quantitative research
3. Plan and design procedures for the implementation of qualitative research
4. Practice fieldwork and analyses of data and interpret results, write report
5. Analyze metrical characteristics of the conducted research and critically evaluate its advantages and shortcomings

### General Competencies

Upon successfully passed exam students will be able to:

Apply the advanced statistical terms and information.

Design a research project.

Organize the implementation of a research project.

Use the computer software for the analyses of quantitative data.

Outline causal relationships between the social phenomena.

Develop the research question on the subject/process/phenomena of social interest.

Choose the adequate methodological approach or the combination of approaches in investigation of the social phenomena.

Evaluate published sociological research with suggestions of possible improvements.

Write a comprehensive research report in the appropriate disciplinary style and discourse.

### Grading

Oral and written exam, obligatory class attendance, written assignment.

### Week by Week Schedule

1. Lecture: Characteristics of quantitative research methods; survey Exercise: Selection of survey topic

2. Lecture: Introduction to survey method Exercise: Development of research design
3. Lecture: Questionnaire Exercise: Planning and conducting of orientation research
4. Lecture: Questionnaire Exercise: Operationalization
5. Lecture: Sample Exercise: Creating questionnaire
6. Lecture: Sample Exercise: Pilot research, finishing questionnaire
7. Lecture: Survey techniques Exercise: Planning the sample
8. Lecture: Survey techniques Exercise: Operationalization of the sample
9. Lecture: Survey techniques Exercise: Preparing conduction of the fieldwork
10. Lecture: Data analyses planning, data presentation, report construction  
Exercise: Data analyses, data presentation
11. Lecture: Measurement characteristics of survey, errors and biases Exercise: Making report on survey results
12. Lecture: Content analysis Exercise: Selection of content analysis topic; making of research design, preliminary analyses
13. Lecture: Analytical matrix Exercise: Designing analytical matrix
14. Lecture: Sample in content analysis Exercise: Sampling, analyzing
15. Lecture: Analysis of redundancy, making report Exercise: Data analyses, reporting on results

## Literature



Lamza-Posavec, V. (2010), Kvantitativne metode istraživanja (skripta), Zagreb: Hrvatski studiji, str. 1-115.



Lamza-Posavec, V. (2004), Metode društvenih istraživanja (Skripta), Zagreb: Hrvatski studiji, str. 71-172.



Fowler, F. J. (1993), Survey Research Methods, Newbury Park: Sage Publications, str. 1-148.



Babbie, E. (2002), The practice of social research, Belmont: Wadsworth Publishing Company, str. 159-199, 233-262, 267-289.

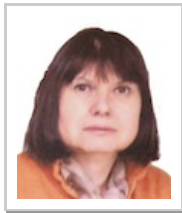


Schutt, R. K. (1996), Investigating the Social World, The Proces and Practice of Research, Thousand Oaks: Pine Forge Press, Sage Publications Company, str. 3-305.

# Regional and Universal in Croatian Art

57144

## Lecturer in Charge



Prof. dr. sc.  
Diana Vukičević-  
Samaržija

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Prof. dr. sc. Diana Vukičević-  
Samaržija

## Course Description

Course objective is to define artistic works and Croatian heritage in European context. Describing the artistic periods, phenomenon's and personalities which were part of then obtaining European art and culture in comparison with creativity which can be described as regional.

## Course Type

- » Science Stream (Croatian Studies Profile) (elective courses 2, 1st semester, 1st year)
- » Science Stream (Croatian Studies Profile) (elective courses 2, 3rd semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 1st semester, 1st year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze particular artistic periods in Croatian art and compare with period in European art.
2. Create definition of works of art in Croatia which are part of European cultural heritage.
3. Define antiquity heritage which has defined streams of Croatian art.
4. Describe creativity of particular renaissance artists which with sense of belonging to Italian renaissance.
5. State the thesis about Croatian art.
6. Explain peripheral, provincial and border art.
7. Distinguish artistic circles their influence on particular Croatian regions.
8. State creative particularities of transition period from gothic to renaissance.
9. Explain duration of styles and its late acceptance.
10. Describe art of the second half of 20th century: geometric abstraction, lyrical abstraction when groups Gorgona, Exat 51 and happenings of new tendencies affiliate Croatian art in European mainstream and becomes fashionable art expression.

## General Competencies

Train students for aesthetic interpretation of artistic heritage. Analyze particular artistic periods, works of art, personalities and to recognize their significance in European art, also as references in Croatian and foreign literature. Except visual analysis students will define details of cultural history. Making presentations and processing texts in Word. Acquired knowledge's will qualify students for activities in culture and for presentation of Croatian culture outside Croatian borders.

## Grading

Written exam, essay obligatory. Activity of students will be monitored throughout semester.

## Week by Week Schedule

1. Introductory lecture. Introductions in themes. Students duties and topics of their presentations
2. Thesis of croatian art.
3. The town of roman antiquity – core of the modern town- Diocletian palace –Split, Zadar, Poreč ,Pula
4. The heritage of antiquity - influence on the early medieval art at Croatian principality - later kingdom.
5. Early medieval art in Croatian state and Carolingian influence.
6. Monumental landscape during late middle ages - westeuropean influence and regional differences.
7. Juraj Dalmatinac and Venetian gotico fiorito at Adriatic coast.
8. Ivan Duknović's works represent early renaissance style. He worked in Rome, Trogir and Buda at Corvin's court. Schiavoni – Klović, Francesco and Lucian Laurana, Andrea Meldola and Federico Benković
9. Gothic style in renaissance period – new stylistic category or regional differences . The palace in Dubrovnik
10. Monumental landscape upper – north Croatia at early modern Period
11. Beginning of modern art – painting – sculpture secession symbolism and influence central Europe
12. Kršnjavi and (interpretation) Croatian culture on the end of twenty century
13. Art and society
14. Art in Croatia and european mainstream – artistic groups (1955-1957) Nove tendencije, Exat 51, Gorgona
15. Older Art historian historiography, visual presentation of Ancient World as Sketches and literary works by travel writers-artists (Adam) - Theoretical thesis about Croatian art – Ljubo Karaman, and contemporary literature.

## Literature



Ljubo Karaman (1963). O djelovanju domaće sredine u umjetnosti hrvatskih krajeva, ili isti, Problemi periferijske umjetnosti, II. izdanje.



Hrvatska i Europa sv. I., str. 53- 117.



Hrvatska i Europa sv. II., str. 527- 585.



Mirjana Matijević-Sokol (2005). Hrvatska i Nin u doba kneza Branimira, Hrvatski studiji, Zagreb



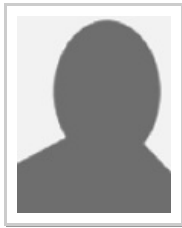
Olga Maruševski (2002). Iso Kršnjavi, Kultura i politika na zidovima Opatičke 10, Zagreb, Hrvatski institut za povijest



# Regression Analysis

53873

## Lecturer in Charge



Doc. dr. sc.  
Toni Babarovic

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30
	15

## Course Description

Understanding of the theoretical basis of the regression analysis; analysing and evaluating research papers in which the method was applied; creating research designs where regression analysis should be used as an adequate method of analysing the collected data; independent practical application of regression analysis in psychological research using the SPSS software package

## Course Type

» Psychology (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain and use the statistical and mathematical logic of regression models.
2. Evaluate and assess the statistical requirements for the implementation of regression models
3. Design a research plan suitable for processing by regression analysis and logistic regression
4. Analyze data using regression models using the software package SPSS
5. Interpret the results obtained by regression analysis or logistic regression within the set of research problems
6. Explain statistical parameters obtained by regression models
7. Describe the role and logic of the general linear models in ANOVA designs
8. Evaluate the quality regression models and results applied in research
9. Assess the range and limits of the statistical conclusions derived from regression analysis results

## General Competencies

Application of theoretical knowledge of the regression analysis in various fields of applied psychology and research in psychology

Obtained skills of data analysis using regression analysis in SPSS software package.

Analysis and evaluation of scientific papers in the various fields of psychology in which regression analysis was applied as a method of analysing and data processing.

Designing and conducting own research from the platform of the regression analysis as adequate data processing method.

Learning outcomes on the level of the programme:

Design fundamental and/or applied psychological research and construct and metrically evaluate psychological instruments.

Evaluate multivariate statistical procedures with regard to their limits and to satisfying the theoretical assumptions in concrete situations of application.

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of the members of different social groups and cultures as well as the specifics of their environmental and social context.

## Grading

Activity in class (lectures and exercises) - 10%;

Seminar papers - 30%;

Homework - 10%;

Written exam - 20%;

Oral exam - 30%.

## Week by Week Schedule

1. Bivariate correlation and statistical prediction
2. The logic of multiple regression and basic concepts
3. The basic model of the regression equation
4. Requirements for the use of regression analysis
5. The relation between sample and population - testing the significance of regression parameters
6. Partial and semipartial correlations
7. The role of suppressor variables
8. Stepwise regression analysis
9. Hierarchical regression analysis
10. Validation of regression results
11. Logistic regression
12. Moderator and mediator variables in the regression model
13. The logic of the General Linear Models
14. ANOVA as GLM
15. ANCOVA as GLM

## Literature



Howell, D. C. (2006).  
Statistical methods for  
psychology (6th ed). New  
York: Thomson learning.



Harris, R. J. (1975) A Primer  
of Multivariate Analysis,  
Academic Press, New York.



Cohen, J., Cohen, P., West, S.  
G., Aiken, L. S. (2003).  
Applied multiple  
regression correlation  
analysis for the behavioral  
sciences (3rd ed.) Mahwah,  
NJ Erlbaum.

# Relations between Church and State

57168

## Lecturer in Charge



Prof. dr. sc.  
Mijo Korade

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Prof. dr. sc. Mijo Korade

## Course Description

The objectives of the course is to familiarize students with the relationship between the Church and the state of early Christianity to the present.

## Course Type

- » Science Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define basic research problems in the relations between church and state,
2. Describe the main stages in the development of relations between church and state,
3. Explain position of the church against the state throughout history,
4. Analyze the attitudes of European historiography in matters of church and state relations throughout history,
5. Compare the results of the European historiography with knowledge of Croatian historiography,
6. Apply the acquired knowledge in their own research.

## General Competencies

After finishing the programme student will be able to:  
construct a historical context,  
write an essay on different historical period,  
compare historical processes of different periods,  
interpret a historical sources,  
demonstrate the importance of interdisciplinary interpretatons of historical events,  
appraise the value of historiographic interpretations.

## Grading

Activity of students will be monitored throughout the semester. Classes is required to attend. The exam is written.

## Week by Week Schedule

1. Introductory lecture: methodology, objective and elaborate themes
2. Roman emperors and the persecution of Christians until 313
3. Gregory reform and German emperors
4. The Crusades: Pope refers to the Western monarchs
5. Pope Boniface VIII., Avignon captivity and the Great Western Schism
6. Renaissance and Reformation Pope - the role of the ruler and the state in religious turmoil
7. France Church and the Pope: Gallicanism and jansenism
8. The Enlightenment and the Church, Josephinism in the Habsburg Monarchy
9. The French Revolution and Napoleon toward popes and the Church
10. Kulturkampf in Germany
11. The relationship of Church and state in medieval Croatia
12. Vatican Concordat and the Kingdom of Yugoslavia
13. Church and Nazism, Fascism: concordats, agreements, conflicts and dilemmas
14. Communism and Christianity in Eastern Europe and Yugoslavia
15. The Republic of Croatia and the Vatican

## Literature



August Franzen (1970).  
Pregled povijesti Crkve,  
Zagreb, Kršćanska  
sadašnjost, Zagreb



Božo Goluža (1998).  
Povijest Crkve, TIM,  
Mostar



Antun Dabinović (1940).  
Hrvatska državna i pravna  
povijest, Nakladni zavod  
Matice hrvatske



J. Buturac-A. Ivandija (1973).  
Povijest Katoličke crkve  
među Hrvatima, Zagreb:  
Hrvatsko književno društvo  
sv. Ćirila i Metoda



Mile Vidović (1996).  
Povijest Crkve u Hrvata,  
Crkva u Svijetu, Split

# Religious Elements of Croatian Culture

57140

## Lecturer in Charge



Prof. dr. sc.  
Mijo Korade

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Mislav Kovačić

## Course Description

Each national culture is multilayered and determined in multiple ways. This also applies to the Croatian culture, which emerged in the area marked by integration of at least three major cultural circles. In the area of today's Croatia before Croats had settled here, Christianity was extensively flourishing, becoming an integral part of the identity and pouring itself into the culture and its manifestations. The division of Christianity in the 11th and then the 16th century, and contacts with other religions, especially on the borders of the Croatian territory, led to further enrichment of cultural expressions. Lectures, on which the students' individual should build upon, are conceived as a foundation which will facilitate understanding and authentic evaluation of religious content present in the broadest aspects of the Croatian culture, and should contribute to the shaping of croatologic perspective.

## Course Type

» Science Stream (Croatian Studies Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the meaning of the basic terms of the course: culture and religion.
2. Describe the relationship between religion and culture, the importance of religion for culture and culture for religion.
3. List and explain the basic religious components of Croatian culture, place them in their context.
4. Analyze individual religious components as part of the cultural identity of Croats.
5. Describe the importance of individual components for the present moment in the Croatian culture and indicate its potential development.
6. Describe religious content present in the broadest aspects of the Croatian culture, helping to shape croatologic perspective.

## General Competencies

The students are expected to master the terminology of culturology and religious studies and be able to establish the relationship between religion and (Croatian) culture. On the examples chosen from religious-cultural elements, which include Christianity and other religions that enriched the Croatian culture in the past and present, the students will be trained to actively participate in discussions about the presence of the religious in the cultural, and the need of the culture for the religious from the microscale of Croatia to the global processes.

## Grading

Class attendance 10%, preliminary exams 30%, seminar paper 20%, written exam 40%.

## Week by Week Schedule

1. Introductory questions; delineation of the course title concepts
2. Bible in the Croatian culture: translations, publications, cultural echoes
3. Passion heritage and the symbolism of the cross
4. Croatian Christmas songs
5. Religious themes in Croatian literature
6. Religious themes in Croatian visual art
7. Religious themes in Croatian music
8. Religious themes in Croatian film
9. Croatian theology: distinguished movements and figures
10. Branko Fučić, a religious person of culture or a cultured religionist
11. Religious components of the Croatian micro-culture: the history of the islands of Lošinj and Rab
12. Contribution of Reformed Christianity to Croatian culture
13. Contribution of the Judaism to Croatian culture
14. Vladimir Devidé, a touch of Japanese religion in Croatian culture
15. Culture as the basis of ecumenical and interreligious dialogue

## Literature



Skupina autora (2008). "Gaudium et spes" (br. 5362), u: Drugi vatikanski koncil: dokumenti, Zagreb



Adalbert Rebić, prev. (1999). Promicati pastoral kulture, Papinsko vijeće za kulturu



Radoslav Katičić "Glavna obilježja hrvatske kulture", u: Kroatologija 1, str. 19., Hrvatski studiji Zagreb



Bonaventura Duda (1971). "Zagrebačka Biblija 1968.", u: Ana Benc, Drago Bosnar (prir.), Mi, Crkva i drugo: sabrani radovi 1966.-1971., Kršćanska sadašnjost



Stanko Jambrek (2007). "Biblija u Hrvata: Prevođenje, tiskanje i širenje Biblije u kontekstu naviještanja evanđelja", Kairos: Evandeoski teološki časopis 1 (2007), str. 6190., Biblijski institut

# Reproduction and Preservation of Social Elites from the Roman Empire to Post-Communist Regimes

96376

## Lecturer in Charge



Prof. dr. sc.  
Mladen Ančić

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

Political power and authority is always a reflection of a certain compromise between the political community and political authority. But creating such a compromise history proves often belonged to a particular group of people who are reconciled (or not) their own interests, political authorities and communities. The aim of this course is to synthesize the process of reproduction and maintenance of these groups or social elites historical constant, and the case will analyze the similarities and differences in their patterns of political behavior throughout history.

## Course Type

- » Science Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the concept of social elites.
2. Explain the reasons for their maintenance and the success or abuse in different historical periods.
3. Analyze the meaning of social elites in various historical political systems.
4. Describe the extent to which elites were responsible for initiating various social changes.
5. Compare special social elite Croatian historical area with the elite countries in the region.



## General Competencies

After finishing the programme student will be able to:  
define historical processes typical for certain historical period,  
write an essay on different historical period,  
demonstrate the importance of interdisciplinary interpretations of historical events,  
reconstruct historiographic tools in making conclusions of historical processes and events,  
compare historical processes of different periods,  
interpret a historical sources.

## Grading

Activity of each student will be monitored, which will be reflected in the overall score. Classes is required to attend. The exam is oral.

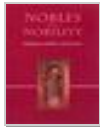
## Week by Week Schedule

1. Introductory lecture
2. Historiography and elite
3. The medieval nobility and its relationship with the ancient notion of nobility, Part I
4. The medieval nobility and its relationship with the ancient notion of nobility, Part II
5. The medieval nobility and its relationship with the ancient notion of nobility, Part III
6. Early modern absolutism and elite, Part I
7. Early modern absolutism and elite, Part II
8. Early modern absolutism and elite, Part III
9. Major changes, the French Revolution and the nobility, Part I
10. Major changes, the French Revolution and the nobility, Part II
11. Major changes, the French Revolution and the nobility, Part III
12. The collapse of socialism and the role of elites, Part I
13. The collapse of socialism and the role of elites, Part II
14. The collapse of socialism and the role of elites, Part III
15. Final review: perception elite in contemporary surroundings

## Literature



GELZER, Matthias (1969).  
The Roman Nobility,  
Oxford, Basil Blackwell



DUGGAN, ANNE J.,  
GORECKI, Piotr, REUTER,  
Timothy (2000). Nobles and  
Nobility in Medieval  
Europe, CONCEPTS,  
ORIGINS,  
TRANSFORMATIONS, The  
Boydell Press, Woodbridge



KAUTSKY, John, H (1983).  
The Politics of Traditional  
Aristocratic Empires and  
their Legacy, Washington  
University, St. Louis



MACHARDY, Karin J. (1997).  
Cultural Capital, Family  
Strategies and Noble  
Identity, University of  
Waterloo



KUNT, Metin Ibrahim  
(1974). Ethnic-Regional  
Solidarity in the  
Seventeenth-Century  
Ottoman Establishment,  
Bosporus University

# Research Group – Interpretation of Early Modern Sources

62006



## Lecturer in Charge



Izv. prof. dr. sc.  
Darko Vitek

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The aim of the course is to familiarize students with the basic information and historical processes that took place on Croatian territory in the Modern ages, introduce them to the basic problems of the study of modern Croatian history, and prepare them for independent work on the interpretation of Early Modern sources.

## Course Type

» Science Stream (History Profile) (research groups, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the basic problems of interpretation of Early Modern sources
2. Identify the most important types and collections of sources
3. Explain the cause-and-effect relationships in the interpretation of sources
4. Assess historical processes during the period based on sources
5. Differentiate level of interpretation of the level of historical events in modern history

## General Competencies

After finishing the programme student will be able to:

1. tell what is the interpretation of history
2. write an essay on different historical period
3. design his/her own conclusion on different historical events and processes
4. reconstruct historiographic tools in making conclusions of historical processes and events
5. interpret a historical sources
6. appraise the value of historiographic interpretations

## Grading

Activity of each student will be monitored, which will be reflected in the overall score. Classes is required to attend. The exam is oral.

## Week by Week Schedule

1. Introduction - analysis of the problem of periodization of history with regard to the broader context, highlighting specific historical process in the early modern period with respect to the former and the latter period, a basic outline of the topics that will be covered for the duration of the case, the analysis of mandatory and additional resources, discussion;
2. Serial sources
3. Private legacy
4. Sources for the history of institutions
5. Travelogues
6. Chronicles
7. Individual documents and their interpretation
8. Reports and Letters
9. Biography
10. Statutes
11. Historical topography
12. Venetian sources for Croatian history
13. Ottoman sources for Croatian history
14. Habsburg sources for Croatian history
15. Collections of Early Modern sources

## Literature



ur. Stjepan Sršan (2003).  
Vizitacije - Visitaciones  
canonicae - Kanonske  
vizitacije, Državni arhiv u  
Osijeku



ur. Ive Mažuran (1993).  
Komorski popisi -  
Stanovništvo i vlastelinstva  
u Slavoniji 1736. godine i  
njihova ekonomska  
podloga, Zavod za  
znanstveni rad HAZU,  
Osijek



Adam Baltazar Krčelić  
(1952). Kronika, Annuae ili  
Historija 1748.-1767., JAZU,  
Zagreb



(1989). Izvještaj o Dalmaciji  
Antuna Giustiniana godine  
1575. - Vicko Solitro,  
Povijesni dokumenti o Istri i  
Dalmaciji, Split

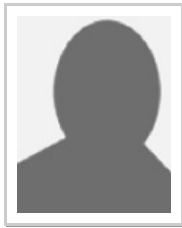


Katica Miholović (2000).  
Statut grada Karlovca 1778,  
Karlovac

# Research Group – Interpretation of Medieval Sources

79379

## Lecturer in Charge



Doc. dr. sc.  
Tomislav Popić

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The aim of the course is to familiarize students with types of sources, tools and methods of researching medieval history and working on sources to develop skills and competencies necessary for independent research. Attention will primarily be on different types of written sources (public and private documents, notary, city and chapter registers and protocols, legal normative documents, narrative sources), but the importance of the material culture (objects of everyday use, architecture, art works) will also be pointed out. Analysis of certain documents will be carried out in order to deepen the practical application of knowledge in traditional auxiliary historical sciences and to develop practical skills required in working with sources. Special attention will be paid to the content analysis of selected sources in order to indicate a wide range of possible research topics.

## Course Type

» Science Stream (History Profile) (research groups, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define main problems in approaching medieval sources
2. Describe main stages in development of public and private notary and chapter protocols
3. Explain the function of narrative sources in the middle ages
4. Identify published source collections relevant to the study of medieval Croatia
5. Name the most important archives and archival collections in Croatia and abroad relevant to research of Croatian medieval history
6. Use topographical manuals in resolving toponyms in sources
7. Analyze main parts of a document

## General Competencies

After successfully graduating student will be able to:  
 identify the most important person and institutions in the Croatian and the World history,  
 compile a list of literature for each historical period,  
 tell what is the interpretation of history,  
 distinguish difference between important and non-important facts within historiographic interpretation,  
 interpret a historical sources,  
 appraise the value of historiographic interpretations.

## Grading

Attending course 10%;  
 Analysis of the sources 40%;  
 Oral exam 50%.

## Week by Week Schedule

1. Sources for Croatian medieval history, relevant archives in Croatia and abroad, collections of published sources for Croatian medieval history
2. Field of historian's study - theoretical and practical considerations
3. Manuals for working with sources - latin dictionaries, dictionary of abbreviations, chronological tables, indictions, genealogical and archontological manuals, heraldic collections, maps and topographic works
4. Normative sources - statutes, capitularies, customary law collections
5. City books
6. Notariate and notary documents 1
7. Notariate and notary documents 2
8. Chapters and chapter documents
9. Public documents - royal and ban's privileges and grants
10. Judiciary sources 1
11. Judiciary sources 2
12. Narrative sources
13. Archaeological sources
14. Visit to the Archive of Croatian Academy of Sciences and Arts in Zagreb
15. Recap

## Literature



Jakov Stipišić (1991).  
 Pomoćne povijesne  
 znanosti u teoriji i praksi,  
 Školska knjiga, Zagreb



Zrinka Nikolić Jakus (2008).  
 Uvod u studij povijesti  
 [historiografski praktikum],  
 Zagreb: Leykam  
 international

# Research group – Researching and Writing about the 20th Century

96375



## Teaching assistant



Stipica Grgić

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

Aim of course lies in the training of students for the practical work of research and writing. The course is organized as a specific workshop, through which participants gain new and expand existing knowledge which could help them in drafting their own works. Getting familiar with the archives, published sources, literature in general and expanding knowledge about the possibilities of research in Croatia shall endeavor to help the students to better conceptualize their written work, applying valid methods in research and ultimately better write their own final project.

## Course Type

» Science Stream (History Profile) (research groups, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define different types of resources needed for writing historiographical works.
2. Order different locations where they could find some sources for the particular subject.
3. Reproduce existing historiographical achievements to shed light on particular topics.
4. Explain the importance and pass independently through unpublished sources
5. Write their own work based on unpublished sources and literature.
6. Apply this knowledge to explore other topics.

## General Competencies

After successfully graduating student will be able to:

Identify the most important person and institutions in the Croatian and the World history,

Compile a list of literature for each historical period,

Tell what is the interpretation of history,

Distinguish difference between important and non-important facts within historiographic interpretation,

Interpret a historical sources,

Appraise the value of historiographic interpretations.

## Grading

Student activity will be monitored throughout the semester. Attendance is mandatory.

Commitments need to be resolved in time. They are not only a prerequisite for signature, but will be taken into account when determining the final grade. The final exam will be in the form of an oral examination.

Research for a joint project - 5% of the total grade.

Presentation of the topic of research and presentation of a book - 10% of the grade.

Independent research (written work) - 50% of the total grade.

Final oral exam - 35% of the total grade.

## Week by Week Schedule

1. An introductory lecture. Introducing the students to the objectives and contents of items and their obligations.
2. Problems conception of scientific and other professional papers. What elements they should contain? Structure of a paper. Selection of appropriate research topics.
3. Classification and distribution of resources. Primary, secondary and tertiary sources. Why and how to share and use them. Primary sources and archives. Explanation regarding the joint work on materials in the Croatian State Archives.
4. Writing a bibliographical and scientific notes. Other forms of work: historiographic Reviews. Croatian historiography today: Professional journals dealing with the publication of the works of historians in the Republic of Croatia and their classification.
5. Visiting Croatian State Archives in Zagreb. Meeting with tasks of this institution and with material that students will process within the agreed project.
6. Work in progress workshop. Brief presentation of independent research topics (objectives, hypotheses, used sources/literature, what is new in the paper?). The deadline to submit reviews.
7. Field work in one of Zagreb's museums or memorial houses (according to the interests of the group and the possibilities available at that time).
8. Newspapers as a source. Advantages and disadvantages of different sources. Press in Croatian 19th Century - a brief overview.
9. Croatian newspapers in the 20th Century: Overview of the most important newspapers for certain periods and the possibility of their use for scientific purposes.
10. Archives and museums as custodians of historical sources. Using MS Word, Excel, PowerPoint, Adobe Reader, Photoshop and other software for the design and processing of data.
11. Sources Online. How do we use them? Display of the most important sites in Croatia and neighboring countries that offer digitized material.
12. Independent presentations of student Group I.
13. Independent presentations of student Group II.
14. Independent presentations of student Group III.
15. Repetition. Reflexion about the usefulness of the course and suggestions for his improvement. Talk about final oral exam. Deadline for submission of archival work (processed data from CSA).



## Literature



Nikolić-Jakus, Zrinka (2008). Uvod u studij povijesti: Historiografski praktikum, Leykam international, Zagreb



Gross, Mirjana (2001). Suvremena historiografija: korijeni, postignuća, traganja, Novi Liber, Zagreb



Gačić, Milica (2012). Pisanje znanstvenih i stručnih radova, Školska knjiga, Zagreb



Novak, Božidar (2005). Hrvatsko novinstvo u 20. stoljeću, Golden marketing - Tehnička knjiga, Zagreb

# Research group – Sources of Egyptian, Greek and Roman History

96373

## Lecturer in Charge



Doc. dr. sc.  
Mladen Tomorad

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	30

Teaching assistant  
Vlatka Vukelić, dr. sc.

## Course Description

Introduction to the working methods of the historical sources, ancient history, Problems of processing, analysis and interpretation of these types of sources. During the introductory lectures students will be familiarized with the most important sources of the history of Egypt, Greece and Rome. In practical work to teach students how to interpret the available historical sources and how to use them in various forms of historical research and writings. Introduce students to the Museum's holdings of institutions in Croatia and databases of museum institutions in the world. Introduce students to the world's largest databases of written historical sources.

## Course Type

» Science Stream (History Profile) (research groups, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Name the most important historical sources of Egyptian, Greek and Roman history,
2. Describe the critical-analytical classify these sources,
3. Identify historical sources toward the content and theme,
4. Analyze these sources,
5. Explain the causal connections between the content of these sources,
6. Define basic research methods ancient history: analyze the sources and literature, play and qualify the facts and the facts correctly arguments to use when writing papers,
7. Explain an online database of digital resources, museum databases, portals and research projects.

## General Competencies

After successfully graduating student will be able to:  
 identify the most important person and institutions in the Croatian and the World history,  
 compile a list of literature for each historical period,  
 tell what is the interpretation of history,  
 distinguish difference between important and non-important facts within historiographic interpretation,  
 interpret a historical sources,  
 appraise the value of historiographic interpretations.

## Grading

Activity of students will be monitored throughout the semester. Classes is required to attend. A written essay which will be based on the sources of some historical person, event or issue ancient history. Critical-analytical processing of resources.

## Week by Week Schedule

1. The most important sources of Ancient Egyptian history.
2. Material remains.
3. Stone from Palermo. Royal lists in the New Kingdom temples.
4. The Turin Canon. Autobiographical texts from the tombs of the elite.  
Demotic chronicle. Tiles from Amarna.
5. Herodotus. Diodorus Siculus.
6. Maneto.
7. The most important sources of Greek and Roman history.
8. Material remains.
9. Sources for Greek and Roman mythology: Homer, Hesiodus, Aeschylus, Sophocles, Euripides, Apollonius of Rhodes, Virgil.
10. Herodotus.
11. Thucydides. Xenophon.
12. Polybius.
13. Gaius Julius Caesar. Appyan.
14. Livius, Tacitus.
15. Plutarch. Suetonius.

## Literature



Pritchard, B. (ur.) (1969).  
 Ancient Near Eastern Texts  
 relating to the Old  
 Testament, Princeton



Corpus Inscriptionum  
 Latinarum, Berlin



Corpus Inscriptionum  
 Graecarum, Berlin

# Research Project

63570

## Lecturers



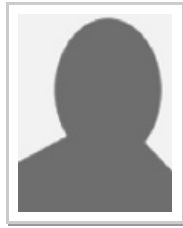
Doc. dr. sc.  
Ivan Burić



Izv. prof. dr. sc.  
Danijel Labaš



Izv. prof. dr. sc.  
Vanja Šimičević



Doc. dr. sc.  
Marinko Šišak



Izv. prof. dr. sc.  
Sanja Vulić

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours  
15  
15

## Teaching assistants

Doc. dr. sc. Tomislav Janović

Izv. prof. dr. sc. Blanka  
Jergović

Doc. dr. sc. Jelena Jurišić

Izv. prof. dr. sc. Vine  
Mihaljević

Doc. dr. sc. Anita Perešin

Doc. dr. sc. Irena Sever

Izv. prof. dr. sc. Nada  
Zgrabljic Rotar

## Course Description

The aim of the course is to help students in the preparation, design and development of the final syllabus of their future graduate thesis and the draft of research that will be conducted within its frame, including searching and researching the literature relevant for the topic and the proposed scientific research.

## Course Type

» Communication Sciences (Study) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Collect, research and critically read scientific literature;
2. Demonstrate the ability to create a draft for a scientific project;
3. Plan the course of scientific research and prevent larger errors and omissions;
4. Define, enumerate and explain the research problems, hypotheses, variables and methods that will be used to reach relevant and measurable results;
5. Demonstrate the ability to create a syllabus for a graduate thesis;

## General Competencies

Apply, classify and distinguish the professional terminology in the research area of communicology;

Identify, evaluate and use a variety of scientific-research methods from the field of social science which are applied in communicology.

Independently conduct scientific research in the field of communicology with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect the various scientific methodologies and perspectives on specific issues and problems.

## Grading

50% scientific research draft, 50% syllabus.

## Week by Week Schedule

1. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
2. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
3. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
4. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
5. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
6. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
7. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
8. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.

9. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
10. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
11. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
12. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
13. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
14. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
15. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.

## Literature



Ana Tkalac Verčič, Dubravka Sinčić Ćorić, Nina Pološki Vokić (2011). Priručnik za metodologiju istraživačkog rada u društvenim istraživanjima, M.E.P. CONSULT d.o.o., ZAGREB



M. Vujević (1986). Uvođenje u znanstveni rad, Informator, Zagreb



Milas G. (2005). Istraživačke metode u psihologiji i drugim društvenim znanostima, Slap, Jaserbarsko

# Risk Management and Crisis Communication

57217

## Lecturer in Charge



Doc. dr. sc.  
Zoran Tomic

ECTS Credits	4.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

## Course Description

The aim of the course is to provide the students with insight into the scientific knowledge about the importance of risk management and communication during the crisis, and on the examples of global and local practices to explore the basic rules in communication during crisis situations.

## Course Type

- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (public relations, 2nd semester, 1st year)
- » Communication Sciences (Study) (public relations, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, distinguish and critically explain crisis communication;
2. Define and explain the characteristics and ways of managing crisis situations;
3. Demonstrate the ability to research the current situation and based on the results devise a plan for managing the issues of public importance;
4. Prepare a crisis situation management plan;
5. Prepare a plan for communication with the media and the public in case of crisis situation;
6. Use the skills of crisis communication in a time of crisis.

## General Competencies

Define, describe and evaluate crisis communication and its central issues;  
 Apply, classify and distinguish professional terminology;  
 Independently or in a team carry out scientific research in the field of communication with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;  
 Expertly and professionally apply the acquired specialist theoretical and practical knowledge to working in public relations;  
 Apply the skills of oral and written communication and the presentation skills;

## Grading

10% class attendance, 20% presentation, 30% seminar assignment, 40% written exam.

## Week by Week Schedule

1. Crisis and issues management - definition and the necessary knowledge;
2. The consequences of ignoring problems in the company and/or business operations; compliance with the standards of crisis communication and the preparation of the procedures for effective crisis communication
3. The value of reputation
4. Risk management - perception, types of crisis, who will be struck by a crisis, etc.
5. Managing the issues of public importance, planning and implementing the programs - the life cycle of an issue of public importance, the importance of early action
6. Crisis management and communication during a crisis situation
7. The media in a crisis - how to get the support of the media, media monitoring;
8. Preparing media policies and reports
9. Legal perspectives - legal omissions in communication during a crisis, the role of lawyers, compensation, ex-gratia payments, etc.
10. Planning the unexpected - desirable behaviors, the power of action, planning how to manage a crisis if it happens, setting up teams, crisis prevention,
11. Press conference
12. Communications hardware - preparing a written plan, testing a plan, etc.
13. Communications hardware - preparing a written plan, testing a plan, etc.
14. Presenting seminar assignments
15. Presenting seminar assignments

## Literature



Božidar Novak: Krizno komuniciranje i upravljanje opasnostima, Bionozna press, Zagreb, 2001: 2., 6. i 7. poglavlje



Regester, Michael; Larkin Judy, Risk Issues and Crisis Management, Kogan Page Limited, London, 2nd edition 2002.



# Risks of Mass Communication

64749



## Lecturer in Charge



Izv. prof. dr. sc.  
Nada Zgrabljić  
Rotar

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Izv. prof. dr. sc. Nada  
Zgrabljić Rotar

## Course Description

Course objectives are to familiarize students with the negative aspects of the mass media as a generator of risk in contemporary society. In the context of sociological studies of society of risk and communication research of potential risk factors of the media, the course will offer students various aspects of theoretical and empirical research into media content.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (mass communication research, 1st semester, 1st year)
- » Communication Sciences (Study) (mass communication research, 2nd semester, 1st year)
- » Communication Sciences (Study) (mass communication research, 3rd semester, 2nd year)
- » Communication Sciences (Study) (mass communication research, 4th semester, 2nd year)
- » Communication Sciences (Study) (media, 1st semester, 1st year)
- » Communication Sciences (Study) (media, 2nd semester, 1st year)
- » Communication Sciences (Study) (media, 3rd semester, 2nd year)
- » Communication Sciences (Study) (media, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Combine mass media and the term "risk society"
2. Analyze and classify risks of communications and provide examples
3. Explain theoretical concepts of the mass communication risks using real life examples
4. Assess dangers arising from risk communications for individuals, culture and democracy of the society
5. Identify and analyse mass media content from the point of view of their risk for the public

## General Competencies

Define, describe and evaluate the risks of mass communication, the history of their development and the central issues;

Apply, classify and distinguish the professional terminology;

Identify and provide a reasoned interpretation of interdisciplinary nature of communications, linking specific aspects of risk of mass communication with the characteristics of humanities and social sciences and various aspects of social development;

Identify, distinguish, evaluate and critically assess the risks of mass communication, media and their influence on the attitudes, behaviour and decisions of individuals, the public and society as a whole;

Professionally and skilfully apply the acquired theoretical and practical knowledge in the field of media and journalism, relationships public and scientific research in communication studies.

## Grading

100% exam.

## Week by Week Schedule

1. Presenting an overview of terms and the subject area
2. Perception of risk
3. Urban sociology and risk society
4. Manipulation of public opinion as a risk of public communication
5. Information when taken as "goods" - a risk of public communications.
6. Mimetism in media
7. Media "hyperemotion" as a risk of objective communication.
8. Risks of american cultural imperialism
9. Media as "fast food" - risks of communication.
10. Overinformation as a risk of successful communication
11. Celebrity culture and information on worthless individuals as a risk of mass communication.
12. Content of mass communication as threat of risk of loss of self-respect and dignity.
13. Danger of loss of privacy as a risk of mass communication.
14. Terrorism as risk of mass communication.
15. Failure of democratic processes in society - a risk of faulty mass communication in society.

## Literature



Zgrabljic Rotar, Nada (2007) Radio - mit i informacija, dijalog i demokracija. Zagreb: Golden Marketing. (33-71. i 117-138.)



Zgrabljic Rotar, N. (ur.) (2005) Medijska pismenost i civilno društvo. Sarajevo: (integralni tekst dostupan na <http://www.oneworldsee.org/node/11597>)



McLuhan, M. (2008) Razumijevanje medija - Mediji čovjekovi produžeci. Zagreb: Golden Marketing



McNair, Brien (2004) Striptiz kultura - Seks, mediji i demokratizacija žudnje. Zagreb: Jesenski i Turk.



Bourdieu, Pierre (2000) Narcisovo ogledalo. Beograd: Clio

# Roman Legal Tradition in European History

61999

## Lecturer in Charge



Prof. dr. sc.  
Marko Petrak

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The objectives of the course is to familiarize students with the basic guidelines of the development of Roman legal culture in ancient Rome, its role and importance in the Middle Ages and Modern Age as the most important formative element of European legal tradition and its influence on the modern legal systems.

## Course Type

- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Demonstrate the importance of Roman law for the development of the European legal system in general,
2. Show persons who are substantially shaped and are most responsible for the codification of Roman law,
3. Explain the cause-effect relationships of historical processes that were of crucial importance for the development of the Roman legal tradition,
4. Analyze the presence of the Roman legal tradition in the foundations of almost every European legislation,
5. Describe the course of historical events that led to the emergence of Roman law, as well as its revitalization through the past,
6. Analyze historical figures - visionaries and their vision decorated and just world,
7. Compare the susceptibility of the Roman legal tradition in various European countries, regions, and historical periods.

## General Competencies

After finishing the programme student will be able to:  
reconstruct historiographic tools in making conclusions of historical processes and events,  
compare historical processes of different periods,  
distinguish difference between important and non-important facts within historiographic interpretation,  
differentiate specificities of historical periods.

## Grading

Activity of each student will be monitored, which will be reflected in the overall score. Classes is required to attend. The exam is written.

## Week by Week Schedule

1. Introductory lecture
2. The historical development of Roman law in Antiquity, Part I
3. The historical development of Roman law in Antiquity, II. part
4. Justinian's codification of Roman law (Corpus iuris civilis)
5. Analysis and discussion of the Corpus Juris Civilis
6. The Roman legal tradition in Byzantium, Part I
7. The Roman legal tradition in Byzantium, II. part
8. The reception of Roman law in Central and Western Europe 11th - 14th century, Part I
9. The reception of Roman law in Central and Western Europe 11th - 14th century, Part II
10. The reception of Roman law in Central and Western Europe 15th - 17th century, Part I
11. The reception of Roman law in Central and Western Europe 15th - 17th century, Part II
12. The reception of Roman law in Central and Western Europe in the 18th century
13. The Roman legal tradition and the modern civil codification, Part I
14. The Roman legal tradition and the modern civil codification, Part II
15. The Roman legal tradition and modern legal systems

## Literature



Romac, A. (2007). Rimsko pravo (odabrana poglavlja), Zagreb, Pravni fakultet



Horvat, M. (1943). Rimsko pravo (odabrana poglavlja), Zagreb

# Roman Military in Croatia

102942

## Lecturer in Charge



Doc. dr. sc.  
Mladen Tomorad

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	30

Teaching assistant  
Vlatka Vukelić, dr. sc.

## Course Description

In this course it will be discussed issues related to the Roman conquest and colonization of this area, the movement of the legions in our soil, stay legion troops and auxilia cohort, as well as locations where there are proven legionary camps.

Prepared to and influence of individuals in the military organization, as well as their recruitment, but also retirement after military service and their impact on civil society, and political structures. Through this structure, we brought to the conclusions of the Roman army on a global historical scene, as well as the importance of this area for the whole territory of the Roman Empire.

To perform the course it is necessary to attended undergraduate level study of history, as well as a higher level of knowledge of ancient history. I suggest teaching in the form of seminars, with a tendency to form a course in a working group in a new program of study history.

This course is brings and a lot of potential guest speakers from fellow scientists who are narrowly specialized in dealing with individual legions stationed on Croatian soil.

## Course Type

- » Science Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define knowledge of Roman expansion in the area of the continental Croatia - causes and consequences.
2. Explain the consequences of the Roman conquest: Romanization of indigenous communities and other conquered territory (urban development, administrative apparatus, social structure, the formation of political positions, economic exploitation).
3. Explain the structure of military administration and closer to its implementation on the ground Croatian.
4. Show archaeological remains in the area of the Roman legion camps: (Burnum, Tilurium).

5. Reconstruct the arms of a Roman soldier and structure of the Roman legions in the Roman camp.
6. Evaluate the symbolic importance of the celebration of triumph and compare this event with the events of the modern world-historical.

## General Competencies

After finishing the programme student will be able to:  
describe historical processes,  
explain cause and effect relations of historical events and processes,  
construct a historical context,  
defend his/her own opinion in discussions on different historical events and processes,  
distinguish difference between important and non-important facts within historiographic interpretation,  
combine a different historical processes,  
appraise the value of historiographic interpretations.

## Grading

Seminars on a given topic, active and critical participation in other programs of study, successfully passed the examination. Throughout the entire class, expression, ending with success deposited tasks.

## Week by Week Schedule

1. Pannonia - Introduction and Comments
2. Recruitment of soldiers and organization of the Roman army
3. The life of a Roman soldier
4. Rome and enemies
5. Roman camp
6. Roman military equipment on Croatian soil
7. The remains of the Roman army on Croatian soil
8. Militaria Sisciensia
9. Centurions Roman military practice-management
10. Roman military diploma
11. Gods and the Roman army
12. Roman missiles
13. Celebrating triumph
14. Gladiators - urban soldiers
15. Field work

## Literature



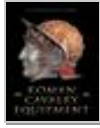
Laszlo Barkoczi (1980).  
History of Pannonia, u A.  
Lengyel; G. T. B. Radan eds.,  
The Archaeology of Roman  
Pannonia, University Press  
of Kentucky



Adrian Keith Goldsworthy  
(1998). The Roman army at  
war, 100 BC - AD 200,  
Oxford University Press,  
USA



Marin Zaninović (1993).  
Classis Flavia Pannonica,  
Izdanja HAD-a, Zagreb



M. E. Bishop (1988). Cavalry  
equipment of the Roman  
army in the first century  
AD, British Archaeological  
Reports 394



M. E. Bishop (1992). The  
early imperial weapon,  
Journal of Roman Military  
Equipment Studies 3



# School Pedagogy

57253



## Lecturer in Charge



Prof. dr. sc.  
Marko Pranjic

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Katarina Dadić

## Course Description

The course objectives are the following:

To be familiarised with the theoretical orientations in the conceptualisation of the school and the school system

To understand the process of functioning of the school and the school system, and processes of change in the Republic of Croatia and the world

Make student able to get familiarized with school pedagogy and to collaborate with students, teachers, professional services and parents

To familiarise the students with the most recent research in the field of school pedagogy

## Course Type

- » Teaching stream (Croatian Latinity Profile) (media pedagogy or school pedagogy, 1st semester, 1st year)
- » Teaching Stream (Croatian Studies Profile) (media pedagogy or school pedagogy, 1st semester, 1st year)
- » Teaching Stream (History Profile) (media pedagogy or school pedagogy, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 1st semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (media pedagogy or school pedagogy, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (media pedagogy or school pedagogy, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the reasons for the emergence of school pedagogy as a scientific discipline
2. Describe the relation between school pedagogy and other education-related disciplines
3. Differentiate dominant theories of the school, such as structural-functional, symbolic interactionism, and radical theory of the school

4. Report on the historical development of the school system in both Croatia and the world
5. Compare the school system in the Republic of Croatia and other contemporary school systems in Europe and worldwide
6. Analyze the national framework curriculum for preschool education and the general obligatory education in primary and secondary schools
7. Define the models and strategies for the development of quality contemporary schools.

## General Competencies

The School Pedagogy course will within the teacher education programme prepare the students to:

plan cognitive, affective and practical objectives concerning school pedagogy; analyze special characteristics of the Croatian schooling system.

Interpret the functioning of the interdisciplinary concept of planning and the strategies for the development of quality teaching in the face of new social challenges.

## Grading

Primarily, the motivation and previous knowledge of the students needs to be assessed. During the semester, their ability to critically evaluate the literature and ability to analyse the contemporary state of the school system will be tested via continuous assessment exams in the form of essays. In the essays, the students are obliged to pay attention to both language and scientific methodology. Also, the group preparation and presentation of the seminars is evaluated as well as the form of the presentation (power point presentation, documentary film-interview, workshops etc.). It should be noted that active participation in field instruction during the semester will also be evaluated. Finally, the written exam is graded based on the obligatory literature, which will clearly indicate the students' knowledge of the School Pedagogy course content. At the end of the semester, the students fill out a survey, evaluating the quality of the course. All skills that the students must acquire in the course are aimed at their quality participation in the lives of schools in which they will work after their studies are complete.

## Week by Week Schedule

1. At the first lecture, the students will be introduced to all obligations expected from them. The course content will be provided to the students via Power Point presentations accompanied by various forms of animation as well as direct discussions with the professor. The students will also present some of the topics in a selected form (group work).
2. School pedagogy: definition of the discipline, relation between school pedagogy and other sciences, presentation of the contemporary state of the school system in the Republic of Croatia
3. Dominant theories of the school: emergence of the theories, structuralist-functional theory of the school, symbolic interactionism and the theory of the school, radical theory of the school, overview of theoretical considerations, macro and micro theoretical approaches
4. School as a social and historical phenomenon/historical development of the school system: emergence of the school, basic stages in the development of the school, development of the school system in Croatia- field instruction (visit to the Croatian School Museum).
5. Models and strategies for the development of schools
6. Educational potential of the contemporary school, factors and structure of schools

7. School system in the world and the Republic of Croatia: elementary schools, secondary schools, higher education institutions, special schools, schools for adult education, alternative schools, state and private schools
8. External and internal school reforms: causes of change, approaches to changes, Croatian national framework curriculum
9. Managing schools and school efficiency, creating recognisability of the school, school management, human potential
10. Old school system facing new social challenges, the school and social environment, social function of school
11. Practical implementation of the project method in the work of school pedagogists, involvement of teachers
12. Monitoring and evaluating of students- individual and group evaluation
13. Relative autonomy of teachers – elements of the self-analysis of the work of teachers
14. School as an innovative environment- how to organise schools?
15. School of expectations and quality school, school for children, not children for school

## Literature



Vrcelj, S. (2000). Školska pedagogija, Filozofski fakultet u Rijeci



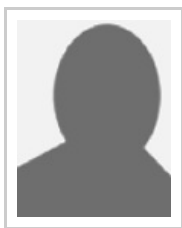
Jurić, V. (2004). Metodika rada školskog pedagoga, Školska knjiga

# Science in the Media

57240



## Lecturer in Charge



Izv. prof. dr. sc.  
Blanka Jergović

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Anđelka Raguž, mag. nov.

## Course Description

Provide an overview of the relationship of science and the media, and media coverage as an example of specialized journalism. By studying typical cases, the students learn the theoretical basis and practical possibilities of the media coverage of science, the advantages and disadvantages of science in certain media. An overview is provided of the different types of audience for science in the media and its characteristics (attitudes, expectations and knowledge, socio-economic and other characteristics). The students develop the ability to critically consider the media role in the cultural/public debate on science in the public and the public in general.

## Course Type

» Communication Sciences (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, describe and assess science and the media, and their relationship;
2. Apply, classify and distinguish professional terminology;
3. Apply expertly and professionally acquired specialized theoretical and practical knowledge in working in the media, journalism, public and science relations;
4. Identify, distinguish, evaluate and critically assess media content and its impact on the attitudes, behavior and decisions of individuals, the public and society as a whole.

## General Competencies

Define, describe and evaluate the science and the media, and their relationship; Apply, classify and distinguish the professional terminology. Expertly and professionally apply the acquired specialist theoretical and practical knowledge in working in the media, journalism, public and science relations. Identify, distinguish, evaluate and critically assess media content and its impact on the attitudes, behavior and decisions of individuals, the public and society as a whole.

## Grading

50% student work, 50% exam.

## Week by Week Schedule

1. Science in the public;
2. Science in the public;
3. Organization and allocation of student projects (writing an analytical newspaper article, filming a report on a research or current scientific topic, recording interviews);
4. From science to media: scientific and journalistic practice;
5. From science to media: scientific and journalistic practice;
6. Work on the project;
7. Analysis of published media reports on science;
8. Analysis of published media reports on science;
9. Writing news from media releases;
10. Writing news from media releases;
11. Practical work on the project;
12. Work on the project;
13. When does science become news? How and what enters the media and when? Comparison of a press release and the following media output;
14. When does science become news? How and what enters the media and when? Comparison of a press release and the following media output;
15. Project analysis, final discussion.

## Literature



Jergović, B., (2004) Rethinking the Relationship Between Medicine and Media: Two Examples from Croatia, Croatian Medical Journal 45(4), 396-401.



Gregory, J., Miller, S. (2000) Science in Public, Perseus Publishing, Cambridge, Massachusetts



Lewenstein, B. (1995) From fax to facts: communication in the cold fusion saga, Social Studies of Science, 25, 403-436.



De Semir, V. (2000) Scientific Journalism: Problems and perspectives, Internati. Microbiol. 3: 125-128.



Jergović, B. (2007) Towards more responsibility in communicating science, Classens, M. (ed.), Communicating European Research, Springer, 187-191.

# Scientific Research Methodology

53897



## Lecturer in Charge



Izv. prof. dr. sc.  
Tomislav  
Bracanović

ECTS Credits	1.0
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English Level	L1
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant  
Ana Butković

## Course Description

The objective of the course is to familiarize students with essential elements of scientific research in general, with specific features of research methodology of humanities and philosophy in particular, with methods of searching and analyzing bibliographical databases, and with the skills of oral and written presentation of one's research results. The course will consist of lectures and seminars involving practical work with selected texts.

## Course Type

» Science Stream (Philosophy Profile) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Use the basic research vocabulary specific of the field of philosophy
2. Apply the acquired methods and concepts when conducting their own philosophical research
3. Analyze, search through and refer to various sorts of bibliographic sources (e.g. evaluative and non-evaluative databases)
4. Define (in both oral and written form) philosophical arguments, views and theories in accordance with standard principles of research methodology and academic writing
5. Recognize typical violations of research integrity and rules of academic publishing.

## General Competencies

After completing the course, students will be able to: (1) recognize essential features of both philosophical and non-philosophical scientific writing; (2) compare and assess various research traditions and approaches to philosophy; (3) present their own views and arguments in both oral and written form; (4) prepare and complete smaller research projects.

## Grading

On the basis of (a) regular and active attendance, (b) grade of the assignment and (c) grade of the written exam.

## Week by Week Schedule

1. Scientific research in humanities and philosophy (2+0)
2. Scientific research in humanities and philosophy (2+0)
3. Aims and procedures of scientific research (1+1)
4. Aims and procedures of scientific research (1+1)
5. Basic concepts of scientific research (1+1)
6. Aims, types and the structure of scientific explanations (1+1)
7. Aims, types and structure of scientific explanations (1+1)
8. Categories of scientific and professional texts (1+1)
9. Categories of scientific and professional texts (1+1)
10. Bibliographic databases (evaluative and non-evaluative databases for philosophy) (1+1)
11. Citations, paraphrases and references (1+1)
12. Citations, paraphrases and references (1+1)
13. The structure of scientific paper (macrostructure and microstructure) (1+1)
14. The structure of scientific paper (macrostructure and microstructure) (1+1)
15. Ethics of science and research integrity (1+1)

## Literature



Patrick Dunleavy (2005).  
Kako napisati disertaciju:  
Kako planirati, skicirati,  
pisati i dovršiti doktorsku  
disertaciju, Fakultet  
političkih znanosti, Zagreb



Tomislav Janović (2013).  
Citiranje, parafraziranje i  
upućivanje na izvore u  
akademske tekstovima:  
skripta, Hrvatski studiji,  
Zagreb

# Self-Deception

117143



## Lecturer in Charge



Doc. dr. sc.  
Tomislav Janović

ECTS Credits	5.0
English Level	L3
E-learning Level	L1
Study Hours	30

## Course Description

(1) To present examples of various forms of self-deception, both individual and collective, and to draw attention to their common feature(s); (2) to explicate the common logical structure of all cases of self-deception; (3) to give an overview of actual scientific hypotheses regarding the evolutionary origins and causal mechanisms of self-deception; (4) to draw attention to the moral and social implications of self-deception to improve students general skills of analytic thinking and writing.

## Course Type

- » Science Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year)
- » Science Stream (Philosophy Profile) (non profession-specific and/or profession-specific elective cou, 4th semester, 2nd year)
- » Teaching Stream (Philosophy Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Philosophy Profile) (elective courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Restate the main points of the selected readings on self-deception
2. Identify the basic theoretical vocabulary of self-deception
3. Explain the common logical structure of various forms of self-deception
4. Evaluate critically different theoretical models of self-deception and identify their virtues and shortcomings
5. Explain the evolutionary conditions of emergence and development of self-deception
6. Analyze the moral and social implications of self-deception



## General Competencies

(1) To integrate different types of knowledge about human mind and behavior gained through undergraduate and graduate study programs; (2) to apply concepts and theories acquired in other philosophical or social science courses to specific problems of self-deception; (3) to understand and extract the main points of graduate level philosophical or scientific texts to analyze and critically evaluate theories and arguments in oral and written form; (4) to identify weaknesses of particular arguments and theoretical positions.

## Grading

Regular attendance: 10%, active participation in class (readings & discussions): 10%, presentation on given topic (15-20 minutes, power point & handouts): 20%, written exam (or two tests): 40%, oral exam: 20%.

## Week by Week Schedule

1. Basic information about the course, learning methods, student's obligations, credits, and grading
2. Self-Deception and Other-Deception: standard examples
3. Paradoxical nature of self-deception: What is the "Self" in self-deception?
4. Logical Structure of self-deception and definition problems
5. Psychological mechanisms of self-deception: Is self-deception an intentional activity?
6. Self-deception in animals and humans: similarities and differences
7. Evolutionary mechanisms of self-deception
8. Practical dimensions of self-deception
9. Ethical and social dimensions of self-deception
10. Collective self-deception: religious beliefs
11. Collective self-deception: historical narratives and political beliefs
12. Collective self-deception: "Standard Social Science Model"
13. Self-deception and moral responsibility
14. How to counteract self-deception?
15. Conclusions and overview

## Literature



Deweese-Boyd, Ian (2012). "Self-Deception", In: E. N. Zalta (ed.) The Stanford Encyclopedia of Philosophy



Elster, John (2007). Explaining Social Behavior: More Nuts and Bolts for the Social Sciences (pp. 124–144), Cambridge University Press: Cambridge



Mele, Alfred (2001). Self-Deception Unmasked, Princeton University Press: Princeton



Trivers, Robert (2011). The Folly of Fools: The Logic of Deceit and Self-Deception in Human Life [selected parts], Basic Books: New York

# Social Cognition and Perception

57109

## Lecturer in Charge



Prof. dr. sc.  
Renata Franc

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30 15

## Course Description

Exploring, understanding and critical evaluation of contemporary theoretical and research approaches in the field of social cognition and perception of individuals and groups.

## Course Type

» Psychology (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Assess critically theoretical approaches and knowledge in the field of social cognition and perception of individuals and groups
2. Synthesize knowledge from various fields of psychology in explaining the process of social cognition and perception
3. Critically evaluate current research in the field of social cognition and perception
4. Develop creative thinking on contemporary forms of intergroup cognition and perception.
5. Develop the ability of relatively independent conducting of team projects and research in changeable circumstances.
6. Develop skills of partly independent processing of data obtained from research and presentation of findings, and also skills needed for critical evaluation and appropriate professional reporting.

## General Competencies

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

Analyze scientific literature in psychology and related disciplines, and produce new scientific knowledge.

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of the members of different social groups and cultures as well as the specifics of their environmental and social context.

## Grading

Class attendance 5%;  
 Activities in class - 5%;  
 Group project - 20%;  
 Colloquia - 2 x 35% or 70% Written exam.

## Week by Week Schedule

1. Introduction to the organization of the course, an introductory lecture, - analysis of the film (on the topic of social cognition and perception of the group)
2. The dimensions of social perception
3. Stereotype content model, concerning perceptions of groups and individuals
4. Prejudice development
5. Perception of the nations Image theory
6. The role of threat and emotions in social cognition and perception
7. Social conditioning and functions of intergroup attitudes (historical development )
8. The first colloquium
9. Social motivation - motivation to respond without prejudice
10. Stigmatization
11. Social representations as an alternative to the classic social cognition
12. Research methods and possible applications of theory of social representation
13. Collective memory
14. Presentation of student projects
15. The second colloquium

## Literature



Jordan, C. H.; Zanna, M. P. (1999) How to Read a Journal Article in Social Psychology. U R. F. Baumeister (Ur.), *The Self in Social Psychology* (str. 461-470). Philadelphia: Psychology Press



Wright S. C.; Taylor, D. M. (2003) *The Social Psychology of Cultural Diversity: Social Stereotyping, Prejudice, and Discrimination*. In M.A. Hogg i J. Cooper (Ur.) *Sage handbook of social psychology*. London: Sage



Duckitt, J. (2003). Prejudice and intergroup hostility. U D. Sears, L. Huddy, R. Jarvis (Ur.), *Oxford Handbook of Political Psychology* (str. 559-600). Oxford: Oxford University Press



Nesdale, D. (2006). The development of prejudice in children. U. M. Augustinos i K.J. Reynolds (Ur.) *Understanding prejudice, racism, and social conflict*. (str. 57-72). London: Sage Publications



Fiske, S. T., Cuddy, A. J. C., Glick, P. (2007) Universal dimensions of social cognition: warmth and competence. *Trends in Cognitive Sciences*, 11(2), 77-83.

# Social Development and Rise of Eastern Mediterranean Civilisations

86939



## Lecturer in Charge



Doc. dr. sc.  
Mladen Tomorad

ECTS Credits	4.0
English Level	L2
E-learning Level	L1
Study Hours	30

Teaching assistant  
Eva Katarina Glazer, dr. sc.

## Course Description

Course objective is to introduce students with the earliest achievements of the people that settled the area of the eastern Mediterranean from the early Paleolithic to the end of the Iron Age.

## Course Type

- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define historical processes that have marked the Levant area from prehistory, through paleolithic, mesolithic, neolithic, Bronze and Iron Age.
2. Explain causal relationships in the covered period.
3. Name the most important sources that describe the emergence of the civilisations in the eastern Mediterranean.
4. Describe course of events in the covered period with the emphasis on the events from 2nd and 1st millennium B. C.
5. Name the most important cities that have marked the rise of civilisation in the eastern Mediterranean in the covered period.
6. Combine historical processes from different periods.
7. Compare historical processes considering different social and political environment.

## General Competencies

After finishing the programme student will be able to: define historical processes typical for certain historical period; describe historical processes; explain cause and effect relations of historical events and processes; construct a historical context; compare historical processes of different periods; interpret historical sources; appraise the value of historiographic interpretations.

## Grading

Student activity will be monitored throughout the entire semester. Attendance is mandatory. Students must write a seminar and present it during lectures. The final exam is oral.

## Week by Week Schedule

1. Introduction to the course; Short introduction to sources and chronology;
2. Terminology overview (culture, civilisation, society); Discussion;
3. Paleolithic and neolithic in the Levant; Ghassul and Natufian culture; Discussion;
4. Egypt in the predynastic period; Neolithic revolution in Nubia; Discussion;
5. Paleolithic and Neolithic in Anatolia; Discussion;
6. Bronze Age, the urbanization processes in Anatolia, Syria and southern Levant;
7. Bronze Age in eastern Mediterranean; The architecture of palaces, Crete thalassocracy; Development of the writing systems (Crete hieroglyphics, Linear A and Linear B); Discussion;
8. Cycladic culture and art; Bronze Age in Anatolia; Discussion;
9. Bronze Age Syria; Amorites and the writings from Ebla; Discussion;
10. The collapse of Late Bronze Age in eastern Mediterranean; Discussion;
11. Archaic period in Greece; Phoenicians; Discussion;
12. Iron Age in Anatolia; Discussion;
13. The role and the importance of trade (Via Maris and The King's Highway); Discussion;
14. Assyrian domination in eastern Mediterranean; Discussion;
15. Conclusion / Guest lecture / Exhibition.

## Literature



Hawkes, J. (1966). Prehistorija, Historija čovječanstva, sv. 1., knj. 1., Naprijed, Zagreb



Woolley, L. (1966). Počeci civilizacije, Historija Čovječanstva, sv.1., knj. 2., Naprijed, Zagreb



Miličević Bradač, M. (2004). Stara Grčka: Grci na Crnom moru, Školska knjiga, Zagreb



Bar-Yosef, O. (1998). The Natufian culture in the Levant, threshold to the origins of agriculture, *Evol. Anthropol.*, 6(1998): 159–177.



Schmidt, K. (2010). Göbekli Tepe—the Stone Age Sanctuaries: New results of ongoing excavations with a special focus on sculptures and high reliefs, *Documenta Praehistorica* 37(2010): 239–256.

# Social History

53923

## Lecturer in Charge



Prof. dr. sc.  
Mladen Ančić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

Course objectives are to familiarize students with the design and condition of historical research paradigms within the broad spectrum of the term of social history.

## Course Type

» History (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the concept of multidisciplinary
2. Explain how social theory affects scientific research of history,
3. Compare contemporary paradigm of historical science,
4. Describe how and why scientific paradigm change,
5. Apply the trends that are opening the latest research results,
6. Apply knowledge within the overall development of the scientific field of the Croatian historiography.

## General Competencies

After successful completion of their studies, students will be able to: emphasize the importance of interdisciplinary observing certain historical themes, analyze ways of making inferences about historical processes and events, distinguish the important from the unimportant in the interpretation of historical events and processes, interpret some historical sources, judgments about the value of certain historical interpretation.

## Grading

Activity of students will be monitored throughout the semester. Classes is required to attend. The exam is oral.

## Week by Week Schedule

1. Introduction with the students, the topics that will be processed, student obligations, literature and Examination.
2. The history of social history

3. Meaning of social history in the modern humanities
4. Social Theory 1 backbone of social history
5. Social Theory 2 backbone of social history
6. Social theory and their impact on scientific research history
7. Anthropology and the Research of history
8. Multidisciplinary approach in the research of the past
9. Contemporary paradigms of historical science
10. Recent trends in the research of history
11. Paradigms of contemporary social history and Croatian historiography 1
12. Paradigms of contemporary social history and Croatian historiography 2
13. Paradigms of contemporary social history and Croatian historiography 3
14. Paradigms of contemporary social history and Croatian historiography 4
15. recapitulation

## Literature



Peter Burke (2005). *History and Social Theory*, Cornell University Press, New York



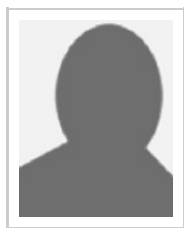
Peter Burke (2006). *Što je kulturalna povijest*, Izdanja Antibarbarus, Zagreb

# Sociology and Domestic Violence

57207



## Lecturer in Charge



Izv. prof. dr. sc.  
Irena Cajner  
Mraović

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Irena Cajner  
Mraović

## Course Description

The main goal is to enable students for sociological approach to research and understanding domestic violence and for creation of relevant domestic violence prevention and intervention programs. Students should be able to constructively and critically assess social response to domestic violence and on the basis of that to contribute to its improvement.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl(5393): elective courses, 3rd semester (science stream), 3rd semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Reconstruct historical development of theoretical approach to etiology of domestic violence and development of social responses to domestic violence.
2. Combine domestic violence dynamics and social context in which domestic violence occur.
3. Compare different sociological models of domestic violence explanation.
4. Relate gender discrimination to domestic violence.
5. Analyze social conditionality of domestic violence.
6. Classify different aspects of gender discrimination in relation to social context.
7. Analyze strength and weakness of social responses to domestic violence.

## General Competencies

Identify causal relations among social phenomena.

Indicate relevant concepts of culture, socialization, social stratification, social structure and institutions in explaining social phenomena.

Develop research question about subject/process/phenomenon of public interest.

Evaluate sociological research as a basis for improvement.



## Grading

1. colloquium 25%;
  2. colloquium 25%;
- Written seminar 25%;  
Active participation in seminars 25%.

## Week by Week Schedule

1. Introduction. Historical development of theoretical approach to etiology of domestic violence and development of social responses to domestic violence.
2. Domestic violence dynamics: features of perpetrators and their victims in social context.
3. Feminist perspectives on Domestic Violence.
4. Systems perspectives on domestic violence.
5. Macrosocietal Explanations of Domestic Violence. The interaction between societal violence and domestic violence.
6. Preliminary and revised multivariate model explaining domestic violence.
7. First colloquium.
8. Seminar: Societal genesis of gender discrimination.
9. Seminar: Gender (in)equality in the family.
10. Seminar: Gender (in)equality in school.
11. Seminar: Gender (in)equality in labor market.
12. Seminar: Gender (in)equality in politics.
13. Second colloquium.
14. Social responses to domestic violence.
15. Final remarks

## Literature



Singer, M., Kovčo Vukadin, I., Cajner Mraović, I. (2002) Kriminologija. Globus, Zagreb.



Singer, M. i sur: (2005) Kriminologija delikata nasilja. Nasilje nad djecom i ženama, maloljetničko nasilje. Globus, Zagreb.



Kamenov, Ž., Galić, B. (2011) Rodna ravnopravnost i diskriminacija u Hrvatskoj. Zagreb: Ured za ravnopravnost spolova Vlade RH.



Harway, M., O'Neil, J. M. (1999) What causes Men's Violence Against Women. Thosands Oaks: Sage Publications.

# Sociology of Croatian Society 5

57177



## Lecturer in Charge



Izv. prof. dr. sc.  
Mladen Puškarić

ECTS Credits	5.0
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English Level	Lo
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E-learning Level	L1
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Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Mladen  
Puškarić

## Course Description

Introducing the students to the content of the course, the scientific principles and results concerning the origin, development and functioning of the legal and political institutions in the Croatian territory. This process will be analyzed in the overall European context of the functioning of institutions and legal systems of Western Europe. In this process of comparative analysis of the legal and political systems of Croatia and Western Europe, the students will become familiar with the evolution of the legal-political system in accordance with the legal-political changes that have occurred. In the study and interpretation of the course content there is a necessary overlap between different levels (theoretical and positive-legal) and scientific disciplines that deal with these issues so they could be brought closer to the needs of the study and the Croatian society.

## Course Type

» Sociology (Study) (required course, 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze the development of the legal and political system in Croatia
2. Recognize the basic features of the Croatian legal and political system
3. Apply the acquired knowledge to the understanding of the evolution of Croatian legal institutions
4. Explain the historical development of Croatian statehood
5. List the main features of the Croatian political system
6. Specify the stages in the relationship between Croatia and EU
7. Relate all the protagonists in the development of Croatian statehood
8. Compare the development of the Croatian state and its neighbors
9. Develop awareness of the importance of Croatian independence
10. Use all relevant sources for deconstruction of imposed historical values

## General Competencies

Apply general knowledge about the society and social processes;  
Prepare the information about the society;  
Explain social change through classical and contemporary sociological approaches;  
Analyze the personal and local social issues;  
Present the origin of social problems;  
Choose an adequate methodological approach to the research of social phenomena;  
Devise a research question about the subject.

## Grading

Written exam, term exam, seminar, presentation.

## Week by Week Schedule

1. Law and Justice
2. Historic Development of Roma and Feudal Europe
3. Citizen Revolution
4. Sovereignty
5. Development of Croatian State
6. Croatia in Feudalism
7. Freedom and Basic Rights of Citizen
8. Institutions of State
9. Forms of Government
10. History of Croatian State
11. Croatia and SFRY
12. Modern Croatian State
13. Characteristics of Constitution from 1990.
14. Institutions of Croatian State
15. Croatia and EU

## Literature



Sokol, Smerdel (2008). Ustavno pravo, Zagreb, Informator

# Sociology of Development

28871

## Lecturer in Charge



Izv. prof. dr. sc.  
Vladimir Lay

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Vladimir Lay

## Course Description

Subject Sociology of Development is one of fundamental problems subject within the framework of the study in the stream Sociology of Development and Security. The title of the subject itself implies so. Planned learning outcome at this broader level is that individuals: Comprehend (acquire proficiency in) theoretical and empirical knowledge (accomplishments) on the concept of social development, especially the concept of sustainability and sustainable development with orientation to consider the survival in modern world of degrading natural life basis.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe conceptual definitions, theoretical concepts of development, growth, sustainability and survival;
2. Define dimensions, indicators and variables of social growth and models of measuring development;
3. Analyze learning knowledge (accomplishments), know-how and skills of analysing social (un)developing phenomena and analysing them;
4. Develop mental maps of desirable types of social developing processes for the world and Croatia;
5. Apply knowledge (accomplishments) on one's own personal development, development of one's own micro-social milieu and development of their homeland Croatia;
6. Explain acquired knowledge (accomplishments) and comprehension of the development to other (young) people who do not have a privilege to attend this course;
7. Apply acquired knowledge (accomplishments) and know-how in a professional career, but also in personal life.

## General Competencies

Combine the general knowledge of society and of social processes.

Outline the opposing viewpoints and alternative hypotheses in the various social issues.

Outline causal relationships between the social phenomena.

Demonstrate the social impacts of the public policies.

Illustrate the key structural factors that are shaping the society.

Analyse personal and local social questions in the broader social context, especially in the context of social class, ethnicity, gender, religion, capitalism, individualisation, nationalism, and globalization.

Publicly support sociology and the social research methods as being relevant in addressing of the actual social problems and issues.

Plan own engagement in resolving of the various social issues.

## Grading

Emphasis is on oral exam (at the preliminary exam and the final exam) with the duration of about 30 minutes per candidate. As it is expected only about 15-20 students at the fourth year of the study, it is planned to monitor them individually – tutorial guidance. Essays are designed as texts of individual literacy. Student will take consultations from lecturers via their continually open emails. Maximum of tolerated nonappearance is 3x (1/5). Continual record-keeping of attendance is managed.

## Week by Week Schedule

1. What does social development mean? Development of what? Conceptual definitions, definition of dimensions: quality of living, human rights and liberties, human relations;
2. Development for whom? – Protagonists and beneficiaries of development;
3. Development and protection of life; forms of attack on life / development and sustainability; sustainable development;
4. Development and growth – conceptual classification; growth limits, de-growth (decreasing growth), end of growth;
5. Development and progress; forms of false progress – progress and regression (survival of progress);
6. Theories of development: conventional theories (classical and neoclassical economy, from Keynesian economy to neoliberalism);
7. Theories of development - development as modernisation;
8. Theories of development - nonconventional and critical theories (Marxism and socialism, post-structuralism, post-colonialism, feministic theories of development);
9. Theories of development – critical modernism and democratic development;
10. On development from the discourse of social ecology: Natural basis of life and modern development / emerging limits , new problems and challenges;
11. Systems and methods of measuring modern social development / human development index (HDI) and the like;
12. Fundamental characteristics and problems of social development of Croatia, from 1990 to 2014, empirical data analysis;
13. National interests of development of Croatia through the prism of the concept of sustainable development;
14. Quo Vadis Croatia? – diagnosis of former development + projective ideas for Croatia in 2020 or 2030;
15. Plea for the development of new approach in considering and analysing modern development – proposal for the foundation of sociology of survival.

## Literature



Peet, Richard; Hartwick, Elaine: Theories of Development, Guilford Press, London-New York, 2009.



Wolfgang Sachs The Development Dictionary, Zed Books, New York, 1992.



Razvoj sposoban za budućnost: prilozi promišljanju održivog razvoja Hrvatske / Lay, Vladimir (ur.). Zagreb: Institut društvenih znanosti, 2007 (monografija).



Lay, Vladimir; Šimleša, Dražen. Nacionalni interesi razvoja Hrvatske kroz prizmu koncepta održivog razvoja. Zagreb : Institut društvenih znanosti "Ivo Pilar", 2012.



Lay, Vladimir. Integralna održivost i učenje // Obrazovanje u kontekstu tranzicije / Pilić, Šime (ur.). Split: Hrvatski pedagoško-književni zbor, 2008. str. 233-258.

# Sociology of Drug Abuse

57201



## Lecturer in Charge



Izv. prof. dr. sc.  
Nikša Dubreta

ECTS Credits 4.0

English Level L1

E-learning Level L2

Study Hours  
15  
15

Teaching assistant

Izv. prof. dr. sc. Nikša  
Dubreta

## Course Description

The main goals of the elective are focused on introduction of students to classical and contemporary social theories of drug use. Also, to indicate the importance of macro and immediate social context of drug use as relevant indicator in understanding and evaluation of drug effects.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define key terms in the field of sociological research of drug use.
2. Evaluate the role and importance of social and cultural context as a constitutive part of drug effects.
3. Interpret different sociological approaches in studies of drug use phenomenon.
4. Judge the importance of drug use problem at the societal level.
5. Formulate research program at the graduate level with regard to issue of drug use.
6. Evaluate elements of media and public discourse on drugs.

## General Competencies

Combine the general knowledge of society and of social processes.

Outline the opposing viewpoints and alternative hypotheses in the various social issues.

Outline causal relationships between the social phenomena.

Demonstrate the social impacts of the public policies.

Plan own engagement in resolving of the various social issues.

Illustrate the key structural factors that are shaping the society.

Combine the different theoretical approaches in the investigation of the social phenomena.

Point out the importance of the concepts of culture, socialization, stratification, social structure and institutions in the explanations of the social phenomena.

Publicly support sociology and the social research methods as being relevant in addressing of the actual social problems and issues.

## Grading

Short written essay and oral presentation in seminary 30% + oral exam 70%.

## Week by Week Schedule

1. Sociological aspects in definition of key terms drugs, types, classifications, use/abuse, addiction etc.
2. Levels and aspects of social and cultural context;
3. Social learning theory;
4. Societal reaction and sequential model of deviance;
5. Anomie theory, drug use and delinquent subculture;
6. Socio-pharmacological approach;
7. Alfred Lindesmith toward sociology of addiction;
8. Subcultures and immediate context of drug use;
9. Youth counterculture and drug use;
10. Concept of moral panics and drug use;
11. New British sociology and "normalization thesis";
12. Social representation of drug use phenomenon;
13. Late capitalism and "economy" of drugs;
14. Sociopolitical influences on image construction of drugs and drug users;
15. Prohibitionism and antiprohibitionism.

## Literature



Dubreta, N. (2005). Društvo i odnos prema drogama. Zagreb: Hrvatska sveučilišna naklada



# Sociology of Local Communities

57204

## Lecturer in Charge



Izv. prof. dr. sc.  
Irena Cajner  
Mraović

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Branko  
Lobnikar

## Course Description

The main goal is to discuss basic sociological approaches to the community with an emphasis on history of development of community concept as well as on recent relevant community research.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl(5393): elective courses, 3rd semester (science stream), 3rd semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Combine different approaches to defining community.
2. Explain concept of community in classical and modern sociological theories.
3. Analyze community studies.
4. Combine community, society and globalized world.
5. Arrange local community and integrated sustained development.
6. Combine various aspect of community sustainability as culture, risk and gender.
7. Outline some new perspectives in community development.

## General Competencies

Demonstrate the social impacts of the public policies.  
Plan own engagement in resolving of the various social issues.  
Illustrate the key structural factors that are shaping the society.  
Analyse the social change using classical and contemporary sociological approaches.  
Compare the macro and micro level of the sociological analysis.  
Combine the different theoretical approaches in the investigation of the social phenomena.  
Point out the importance of the concepts of culture, socialization, stratification, social structure and institutions in the explanations of the social phenomena.  
Analyse personal and local social questions in the broader social context, especially in the context of social class, ethnicity, gender, religion, capitalism, individualisation, nationalism, and globalization.

## Grading

- 1. colloquium 25%;
- 2. colloquium 25%;
- Written seminar 25%;
- Active participation in seminars 25%.

## Week by Week Schedule

1. Introduction. Development of the community concept.
2. The idea of community in the classical and modern sociological theories. Community studies.
3. Community as a symbolic construct.
4. Postmodern communities.
5. Community in the globalised world.
6. First colloquium.
7. Local community and integrated sustainable development.
8. Local community and integrated sustainable development.
9. Local culture - the fourth pillar of sustainability.
10. Local community and risk.
11. Local community and risk.
12. Gender and local sustainability.
13. Communities - the new perspectives.
14. Second colloquium.
15. Final remarks.

## Literature



Geiger Zeman, Marija, Zeman Zdenko (2010) Uvod u sociologiju (održivih) zajednica, Institut društvenih znanosti Ivo Pilar



Nisbet, Robert A. (2007) Sociološka tradicija, Golden Marketing - Tehnička knjiga, Zagreb, str. 69-131.



Bateman Driskell, Robyn, Lyon, Larry (2002) Are Virtual Communities True Communities? Examining the Environments and Elements of Community, City & Community, 1:4, str. 373-398.



Lay, Vladimir (2007) Vizija održivog razvoja Hrvatske: Prinosi artikulaciji polazišta i sadržaja vizije, u Lay, V. (ur. ) Razvoj sposoban za budućnost. Prinosi promišljanju održivog razvoja Hrvatske, Zagreb: Institut društvenih znanosti Ivo Pilar, str. 13-52.

# Sociology of Social Changes

78823



## Lecturer in Charge



Doc. dr. sc.  
Marija Brajdić  
Vuković

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

Introduce students to sociological theories of social change, starting from the basic sociological concepts and contemporary theories of social change to the definition of sociology as science of social change

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl (4420): elective courses, 1st semester (science stream), 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the basic concepts and major theories of social change
2. Compare different approaches of social change and theoretically synthesize in the form of model
3. Use the fond of aquired knowledge for the purpose of theoretical conceptualization of potential research problem
4. Write a science paper on aspects of social change

## General Competencies

Upon successfully passed exam, students will be able to:

Combine the general knowledge of society and of social processes.

Plan own engagement in resolving of the various social issues.

Illustrate the key structural factors that are shaping the society.

Analyse the social change using classical and contemporary sociological approaches.

Compare the macro and micro level of the sociological analysis.

Combine the different theoretical approaches in the investigation of the social phenomena.

Analyse personal and local social questions in the broader social context, especially in the context of social class, ethnicity, gender, religion, capitalism, individualisation, nationalism, and globalization.

Analyse the origin of the social problems and conflicts while bearing in mind the ways in which the social order is maintained, and is challenged.

## Grading

Obligatory class attendance and discussion, final written exam.

## Week by Week Schedule

1. Keynote lecture: Social change as the subject of sociological research
2. Social changes in the classical sociological theories
3. Fundamental determinants of recent theoretical approach to the social change
4. Basic concepts in sociology of social change: the development and progression, regression and stagnation, social crisis, social processes, social mobility
5. Modernization and neomodernization
6. Theory of Piotr Sztompka : Sociology as a science of social change
7. The impact of technological development on social change
8. Factors of contemporary sociocultural change
9. Approach of M. Castells in the study of contemporary political change
10. Croatian society and social changes in XXth century
11. Analysis of examples of social change: Transition in Croatia
12. Analysis of examples of social change 2 : Globalization of recent sociological perspective
13. Contemporary social movements - actors of social change
14. Operationalization of theoretical concepts and draft research
15. Concluding remarks and final debate

## Literature



Sztompka, P. (1999) *The Sociology of Social Change*, Oxford, Blackwell Publishers Ltd.



Peračković, K. (2004) *Sociologija tranzicije: strukturalni, sociokulturni i neomodernizacijski pristupi*, *Društvena istraživanja*, 14/3; 487-504.



Peračković, K. (2006) *Društvena promjena kao predmet socioloških istraživanja*, U: *Društvo usluga - promjene u socioprofesionalnoj strukturi radno aktivnog stanovništva Hrvatske od 1971-2001.*, Doktorska disertacija, Filozofski fakultet u Zagrebu, str. 16-45.



Žepić, B. (1999) *Osnove sociologije*, (Poglavlje o društvenim promjenama), Split, Logos.



Rogić, I. (2000) *Tehnika i samostalnost*, Zagreb, Hrvatska sveučilišna naklada, IV. dio.

# Speaking and Presentation Skills in English

66554



## Lecturer in Charge



Pred.  
Adrian Jadranko  
Beljo

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	60

## Course Description

Acquiring techniques and strategies for listening comprehension for academic purposes, improving students' speaking and presentation skills through reading and analyzing texts, as well as discussing topics related to their fields of study, further development of language competence on phonological and semantic level, autonomous integration of acquired speaking and presentation skills in short presentations related to students' fields of study or interests.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe and apply the basic principles of successful presentations in the English language
2. Use key words and expressions in the English language necessary to prepare a proper introduction and conclusion to a presentation
3. Use key words and expressions in the English language necessary to structure the presentation and to describe graphs, charts, tables etc
4. Use strategies to pose and to answer questions in the English language
5. Apply the basic techniques and strategies for successful listening in an academic setting
6. Show presentation skills by presenting a specific topic from their fields of expertise in the English language
7. Support their opinions on a topic from their fields of expertise in the English language

## General Competencies

Apply and classify professional terms in various branches of communication sciences in the English language,  
critically evaluate, present arguments and defend positions on topics from students fields of study in the English language,  
apply speaking and presentation skills in the English language.

## Grading

Regular attendance and active participation. Preparations, independent reading, written assignments and presentation. Final exam including the written and the oral part.

regular attendance and active participation 30%;  
written assignments 20%;  
presentation(s) 20%;  
written exam 15%;  
oral exam 15%.

## Week by Week Schedule

1. Placement test
2. Basic features of a successful presentation
3. Use of different tenses in the English language (adverbs of time and tenses)
4. Essential words and expressions for presenting information about yourself, the institution etc. in the English language
5. Presentation introduction (key words and expressions in the English language + preparation methods)
6. Content and formal structure of the presentation
7. Functional styles - differences between formal and informal styles
8. Essential words and expressions for describing graphs, charts and tables in the English language
9. Non-verbal communication
10. Presentation conclusion (key words and expressions in the English language)
11. Successfully posing and dealing with questions, and providing appropriate answers at the end of the presentation (key words and expressions in the English language)
12. Presentation assessment
13. Essential techniques and strategies for successful listening in an academic environment
14. Student presentations on selected topics
15. Review and evaluation of work in the course

## Literature



Hughes J., Mallett, A. (2012).  
Successful Presentations,  
Oxford: Oxford University  
Press



Duncan, J., Parker A. (2007).  
Open Forum 3: Academic  
Listening and Speaking,  
Oxford: Oxford University  
Press



Englesko-engleski rječnik  
po izboru studenata



Autentični materijali za  
slušanje i čitanje

# Speaking and Presentation Skills in German

96366



## Lecturer in Charge



V. pred. dr. sc.  
Lucia Miškulin  
Saletović

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	60

## Course Description

The objective of the course is to enable students to acquire the techniques and strategies required for listening in the German language, as well as skills required to successfully deliver presentations in academic settings in the German language.

## Course Type

- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe and apply the basic principles of successful presentations in the German language
2. Recognize and use key words and expressions in the German language necessary to prepare a proper introduction and conclusion to a presentation
3. Recognize and use key words and expressions in the German language necessary to structure the presentation and to describe graphs, charts, tables etc.
4. Recognize and use strategies to pose and to answer questions in the German language
5. Apply the basic techniques and strategies for successful listening in an academic setting
6. Prepare a presentation on a specific topic from their fields of expertise in the German language
7. Argue to support their opinions on a topic from their fields of expertise in the German language

## General Competencies

- identify the basic elements of presentations and key information when listening in German (specialised topics) - critically evaluate, present arguments and defend positions on topics from students fields of study in the German language - present opinions and views on topics from students fields of expertise in the German language

## Grading

Regular attendance and active participation 30%; written assignments 20%; written exam 15%; presentation(s) 20%; oral exam 15%.

## Week by Week Schedule

1. Placement test
2. Essential words and expressions for expressing ones opinion, agreement or disagreement in the German language
3. Essential words and expressions for presenting information about oneself, the institution etc. in the German language
4. Register and style
5. Basic features of a successful presentation
6. Presentation introduction (key words and expressions in the German language)
7. Presentation conclusion (key words and expressions in the German language)
8. Essential words and expressions for describing graphs, charts and tables in the German language
9. Essential words and expressions for describing, comparing and providing examples in the German language
10. Essential words and expressions for defining and drawing conclusions in the German language
11. Essential words and expressions for dealing with mistakes and unpleasant questions in the German language
12. Successfully posing and dealing with questions, and providing appropriate answers at the end of the presentation (key words and expressions in the German language)
13. Essential techniques and strategies for successful listening in an academic environment
14. Student presentations on selected topics
15. Review and evaluation

## Literature



Franck, Norbert (2012).  
Gekonnt referieren.  
Überzeugend präsentieren.  
Leitfaden für Sozial- und  
Geisteswissenschaften,  
(odbrana poglavlja),  
Wiesbaden: Springer VS



Autentični materijali za  
slušanje i čitanje



Njemačko-njemački rječnik  
po izboru studenata



# Statistical Methods for Multivariate Group Differences

53837

## Lecturer in Charge



Doc. dr. sc.  
Toni Babarović

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Doc. dr. sc. Toni Babarović

## Course Description

Understanding of the theoretical basis of the MANOVA models, discriminant, canonical and cluster analysis; analysing and evaluating research papers in which these multivariate methods were applied; creating research designs where these methods should be used as an adequate methods of analysing the collected data; independent practical application of MANOVA models, discriminant, canonical and cluster analysis in psychological research using the SPSS software package

## Course Type

» Psychology (Study) (elective methodology courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the statistical and mathematical logic of MANOVA, discriminant, canonical and cluster analysis
2. Evaluate and assess the statistical requirements for the implementation of these multivariate methods.
3. Design a research plan suitable for applying these multivariate methods
4. Assess and analyse the data suitable for MANOVA, discriminant, canonical and cluster analysis using the software package SPSS
5. Interpret the results obtained from one of these methods within the given research problem
6. Explain statistical parameters obtained from the analysis
7. Evaluate the quality of the data and results obtained by these multivariate analysis
8. Assess the range and limits of the statistical conclusions derived by factor MANOVA, discriminant, canonical and cluster analysis
9. Estimate the quality of the scientific interpretation of the results obtained these methods.

## Grading

Activity in class (lectures and exercises) - 20%;  
Seminal work - 30%;  
Written exam - 50%.

## Week by Week Schedule

1. Statistical logic of MANOVA - multivariate extension of ANOVA
2. Significance of multivariate F-test and interpretation of the MANOVA results
3. Using covariates – MANCOVA
4. Logic of Discriminant analysis and analogy with MANOVA
5. Formation of discriminant functions; discriminative weights and discriminative loadings
6. Significance and interpretation of discriminant functions
7. Error estimates in group classification and validation of the results of discriminant analysis
8. Logic of Canonical analysis
9. Requirements for the canonical analysis
10. The formation of canonical functions; canonical weights, canonical loadings and cross-loading
11. Significance and interpretation of canonical functions
12. The relation between canonical analysis and other multivariate techniques
13. Cluster analysis - basic logic and methods of use
14. Methods of calculating the distance between the cases and the formation of clusters
15. Determining the number of clusters to retain

## Literature



Everitt, B. S., Landau, S., Leese, M., Stahl, D. (2011), Cluster Analysis, 5th Edition, John Wiley & Sons, Ltd, Chichester, UK.



Huberty, C. J., Olejnik, S. (2006). Applied MANOVA and Discriminant Analysis. New Jersey: Wiley.



Klecka, W. R. (1980) Discriminant Analysis, Sage 19, London.



Harris, R. J. (1975) A Primer of Multivariate Analysis, Academic Press, New York.



Overall J. E.; Klett C. J. (1972) Applied Multivariate Analysis, McGraw-Hill Book Inc. New York.

# Strategic Thinking

57250



## Lecturer in Charge



Doc. dr. sc.  
Zoran Tomić

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	30

## Course Description

Provide students with an insight into the key strategic issues concerning the management of organizations and projects in the domain of public relations and building of organizational relationships. Enable the students to solve strategic problems which they will face in their work in PR. Familiarize them with the basic management theories, practices and skills in the domain of strategic thinking.

## Course Type

- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (public relations, 2nd semester, 1st year)
- » Communication Sciences (Study) (public relations, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Distinguish and use the techniques and tools of strategic thinking and management,
2. Analyze the organizational situation, its context, participants and diagnose organizational problems,
3. Apply into practice the tools and techniques of organizational analysis, decision-making process and creative approach to solutions,
4. Demonstrate the ability to self-consciously, professionally, independently and effectively participate in the development of organizational business plans
5. Demonstrate the ability to effectively and confidently present issues and solutions,
6. Apply ethical principles of organizational behavior and social responsibility
7. Recognise, distinguish and correctly apply the principles of project and process management.

## General Competencies

Define, describe and evaluate strategic thinking and central issues. Apply, classify and distinguish professional terminology. Expertly and professionally apply the acquired specialist and practical knowledge in the field of media and journalism, public relations and scientific research in communicology. Demonstrate accountability, professional ethics, autonomy and initiative in work.

## Grading

The final grade shall be based on the student's work during the semester, the results of the written exam and seminar paper.

## Week by Week Schedule

1. Introductory class: course review, student expectations, basic concepts, several examples, micro drill/interactive game
2. Thinking: types of thinking, water logic - rock logic, creative thinking, reflexive thinking, strategic thinking
3. Strategy (2 class blocks): definition, historical review, the development of strategic thinking, theorists / practitioners, types of strategies, strategic applications: politics, diplomacy, military strategy, business strategy, practical examples
4. Strategy (2 class blocks): definition, historical review, the development of strategic thinking, theorists / practitioners, types of strategies, strategic applications: politics, diplomacy, military strategy, business strategy, practical examples
5. Organization basics: organization formation, organization structure, types of organizations, theoretical view: managing and system theories, homework: observing the surroundings
6. Analysis of strategic planning: the basics of analytics, why analytics are important, types of analysis according to objectives, external analysis: market, environment, organization; homework assigned in some of the analytical techniques (group work)
7. Setting goals and evaluation: goals, the difference between goals, tactics and strategy, practice in setting goals, the connection between goals, expectations, results, evaluation of achieved goals, analyzing the effectiveness
8. Tactics of strategic planning: Connection between strategies and tactics, definitions, examples, action plan, tactic management, tactic evaluation
9. The notion of leadership (strategic leadership): strategy and team (organization) health, what is leadership?, types of leadership, theoretical approaches and practical realization, an exercise
10. Team management: types of teams, team structuring, team control, team evaluation
11. Organization and guidance: elements of corporate identity, vision, mission, purpose, business strategy, a practical exercise
12. Internal relations and corporate culture: building organizational relations, internal relations strategies, corporate culture, lateral and vertical management
13. Networking strategies: Organization and environment, business and interest-based joining, alliances, lobbying strategies
14. Organizational environment in the multimedia world: interest-influence groups, activism, the Internet and Web 3.0, social networks, guerrilla methods
15. Ethical principles in the implementation of strategies: the definition of ethics, the application of ethics in business, ethical dilemmas, ethics in the implementation of strategy, corporate social responsibility

## Literature



Mintzberg, H. 1989.  
Mintzberg on Management.  
New York. The Free Press



Senge, P. Peta disciplina.  
Principi i praksa učeće  
organizacije. 2009. Mozaik  
knjiga



Sikavica, P. 2011.  
Organizacija. Zagreb.  
Školska knjiga

## Student Placements

118438

### Lecturer in Charge



Doc. dr. sc.  
Adrijana Košćec  
Đuknić

ECTS Credits	6.0
English Level	Lo
E-learning Level	L1
Study Hours	60

### Course Description

The course is developed to acquaint students with psychological practices and job demands within a specific organization, to integrate theoretical knowledge and practical skills acquired throughout their studies, and to develop skills necessary for specific psychological practice through immediate work experience.

### Course Type

» Psychology (Study) (specific and professional skills, 4th semester, 2nd year)

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply acquired theoretical knowledge and skills with psychological practice
2. Judge professional role of a psychologist within an organization
3. Evaluate their own professional competences
4. Appraise the importance of life-long learning
5. Assess the importance of communication skills for successful psychological practice

### General Competencies

Assess personal skills of verbal and written professional communication and create complex communication and interdisciplinary cooperation in various professional environments.

Appraise the outcomes and consequences of personal practice, as well as the professional competences, knowledge and skills in accordance with the changes and the standards of the profession, as well as national and European regulations.

Develop accountability, autonomy and initiative in one's work.

Value the importance of life-long professional education.

## Grading

Students are obliged to attend work for two consecutive weeks, 8 hours a day. They are obliged to keep the work diaries daily and submit them to the course lecturer on a daily basis. At the beginning and the end of semester they are obliged to attend an orientation and supervision session with the course lecturer. They also need to write a seminar essay on the topic and literature that the mentor assigns and submit it to the course lecturer. They need to acquire the evaluation of the psychologist under whose mentorship they work.

Work attendance – 50%;

Diaries and seminar essay – 30%;

Orientation and supervision session - 10%;

Evaluation of the mentor and lecturer – 10%.

## Week by Week Schedule

1. Course content will depend on the specific field of practice of a psychologist-mentor in a partner organization.
2. Practice in a partner organization.
3. Practice in a partner organization.
4. Practice in a partner organization.
5. Practice in a partner organization.
6. Practice in a partner organization.
7. Practice in a partner organization.
8. Practice in a partner organization.
9. Practice in a partner organization.
10. Practice in a partner organization.
11. Practice in a partner organization.
12. Practice in a partner organization.
13. Practice in a partner organization.
14. Practice in a partner organization.
15. Practice in a partner organization.

## Literature



Prema specifičnoj preporuci pojedinog mentora u konkretnoj partnerskoj organizaciji

# Stylistics

57157

## Lecturer in Charge



Doc. dr. sc.  
Davor Piskač

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Davor Piskač

## Course Description

The aim of the course is to enable students to acquire knowledge in the field of literary stylistics thus contributing to the development of communicative competence in the study of literature and language.

## Course Type

- » Science Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)
- » Science Stream (Croatian Studies Profile) (elective courses 2, 4th semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe and define features of a given literary style
2. Synthesize knowledge and explain functional styles
3. Analyze and distinguish certain styles and compare them to other literary styles
4. Demonstrate and set a hypothesis of a nature of a literary style and formulate, assemble and write a synthesis of their own perspective
5. Differentiate, evaluate and grade pupils and support it with arguments



## General Competencies

In the context of literary science and linguistics, Stylistics is important because it teaches students to research and recognize means of artistic expression.

Students study the language expression and function of literary texts and recognize rules and principles.

As part of the teaching process in language and literature classes in elementary and secondary schools, stylistics teaches students to write and speak well.

After completing the course of Stylistics, students will be able to identify functional styles in literature and develop the ability to choose appropriate texts for specific needs during the process of teaching in elementary and secondary schools.

Understanding of the functional styles contributes to more beautiful and more accurate expression, development of cognitive skills and aesthetic awareness.

## Grading

70% attendance is a must. Student papers (essays) are graded and a final grade is given accordingly.

## Week by Week Schedule

1. A detailed overview of the subject course according to the plan of lectures
2. Introduction into stylistics
3. Stylistics Trends
4. Phonostylematics
5. Morphonostylematics
6. Syntactostylematics
7. Semantostylematics
8. Administrative style
9. Non-fiction writing
10. Fiction writing
11. Scientific writing
12. Stylistics of discourses
13. Functional styles of Croatian language
14. Exam / Colloquim
15. Exam / Colloquim

## Literature



Marina Bakaršić Katnić  
(2001). *Stilistika*, Ljiljan,  
Sarajevo



Josip Silić (2006).  
*Funkcionalni stilovi*  
hrvatskoga jezika, Disput,  
Zagreb

# Textology

118523

## Course Description

Subject's goal is to empower student for independently preparation of Latin manuscripts for publishing.

ECTS Credits	5.0
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English Level	L1
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E-learning Level	L1
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## Course Type

» Croatian Latinity (Study) (required course, 4th semester, 2nd year)

15

15

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze medieval and Early Modern age fonds of Latin manuscripts libraries
2. Compare manuscript e-base of choosen Croatian and European library.
3. Reproduce knowledge of Latin paleography.
4. Analyze parts of codices.
5. Differentiate the original manuscript of other variants.
6. Write a critical edition of an unpublished manuscript.

## General Competencies

Subject contibutes to all learning outcomes at the programme level.

## Grading

Written test, work through entire semestar.

## Week by Week Schedule

1. Introduction into assignments and literature.
2. Text storage and libraries in antiquity toward medieval.
3. Medieval scriptorium's and most important European scriptoria. Scribes, Church role in manuscript development and preservation.
4. Codex evolution 1 (description, codex parts, making of codex). Searching of manuscripts e-bases. Introduction with scanned material.
5. Codex evolution 2 (writting material, illumination, bookbinding, book orders). Presentation of our oldest, scanned Latin codices.
6. E-review of libraries keeping Croatian oldest material. Practical work on medieval material 1.
7. Fieldwork.
8. Practical work on medieval material 2.
9. Written test. Early new age manuscripts: introduction.
10. Early new age manuscripts: introduction.
11. Practical work on early new age manuscripts material 1.Critical edition.
12. Practical work on early new age manuscripts material 2.Working on a critical edition 1.
13. Working on a critical edition 2.
14. Fieldwork.
15. Overview. Discussion.Test.

## Literature



Leighton D. Reynolds,  
Nigel G. Wilson, (1968).  
Scribes and Scholars, (tal.  
prijevod Copisti e filologi),  
Oxford, University Press;  
Padova



dir. G. Cavallo, C. Leonardi,  
E. Menesto (1991). Le spazio  
del medioevo, Roma, 5  
volumni



Paul Mass, (1958). Textual  
criticism, Oxford,  
University Press

# The Ancient Roads and Communications on Croatian Territory

62011



## Lecturer in Charge



Doc. dr. sc.  
Mladen Tomorad

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30

Teaching assistant  
Vlatka Vukelić, dr. sc.

## Course Description

Course objectives are to develop students' sense of historical continuity in our region, as well as the global importance of Croatian historical and geographic area in ancient times. Since the ancient times the value of a given area valorized the construction of roads, course will try to show a dense network of Roman via publica, but many vicinal road which runs through Croatian territory. Since the Roman road very often emerged in prehistoric ways, and that they were usually a template for building a modern road route, the goal is to emphasize the historical importance of territorial cohesion in the wider European context.

## Course Type

- » Science Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe long-term studies that seek to analyze the problem of multi-disciplinary research area that connected, the Adriatic coast and its hinterland - new insights,
2. Explain the significance of the works that were created on the subject - reports on specific field of research in this area,
3. Relate to now unknown or ignored aspects of the subject matter,
4. Analyze the knowledge and connections of ethnic groups that inhabited the Croatian territory,
5. Evaluate the importance of road communication in antiquity.

## General Competencies

After finishing the programme student will be able to:

1. explain cause and effect relations of historical events and processes,
2. reconstruct historiographic tools in making conclusions of historical processes and events,
3. compare historical processes of different periods,
4. distinguish difference between important and non-important facts within historiographic interpretation,
5. differentiate specificities of historical periods.

## Grading

Evaluating the multiple relations and to participate in teaching, preparing seminars and high grade written and oral exams.

## Week by Week Schedule

1. Introductory lecture, introduction to the subject and literature;
2. Historical sources (material and written); repetition differences in the status of the colony and municipium;
3. Prehistoric period and ancient (Greco-Roman) era in Croatian; roads and intersections, priorities and perspectives in the study of ethnic communities northwest Illyria during prehistory and antiquity;
4. Archaeological topography of continental Croatian;
5. Roman archaeological topography of Daruvar area, Roman Roads in Croatia;
6. Roads and communications in the prehistoric and ancient times the area of Porec;
7. Dolabela's system of roads in the Roman province of Dalmatia;
8. Ancient Roman villas in the economic and transport network of central Dalmatia;
9. Roman archaeological topography of Croatia;
10. Navigation routes in the region and their impact on the formation of the Roman towns and cities on the eastern coast;
11. Geographical conditions of development of the ancient city in Croatia; Appendix to ancient archaeological topography of Đakovština; Archaeological sites on the route of the road Pozega Valley;
12. Roman administration and Roman province in today's Croatia; Provincial economy, changes in settlement system of the late Roman Dalmatia;
13. Local population and the process of Romanization;
14. Illyrian/ Roman provincial roads in Late Antiquity and the impact on their development in today's Croatian, period of fall of the Roman Empire on the territory of Illyria (597 to 640);
15. Fieldwork.

## Literature



Dolabelin sistem cesta u rimskoj provinciji Dalmaciji (1974). Bojanovski, Ivo, Akademija nauka i umjetnosti Bosne i Hercegovine, Sarajevo



Olujić, Boris (ur.) (2007). "Naselja i komunikacije u kontekstu veza jadranskog priobalja i unutrašnjosti", Zagreb: FF Press, (zbornik)



Gračanin, Hrvoje (10). Povijest savsko-dravsko-dunavskog međurječja u kasnoj antici i ranome srednjem vijeku / doktorska disertacija, 498 str. Voditelj: Budak, Neven, Zagreb: Filozofski fakultet



Cravetto, Enrico; Goldstein, Ivo; Gračanin, Hrvoje (ur.) (2007). Kasno Rimsko Carstvo i rani srednji vijek (monografija), Europapress holding, Zagreb



Tomičić, Željko (1999). Panonski periplus: arheološka topografija kontinentalne Hrvatske, (monografija), Hrvatski studiji = Studia Croatica-Institut za arheologiju

# The Croatian Economy and Population in the 19th and the first Half of the 20th Century

118587



## Lecturer in Charge



Prof. dr. sc.  
Mijo Korade

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30

Teaching assistant  
Ivana Žebec Šilj

## Course Description

The aim of the course is to introduce students with the basic economic and demographic processes in Croatia in the 19th and the first half of the 20th century. Throughout the course, students will learn how to use and interpret population censuses, archival and other material for economic history. As well, students will get insight into the literature and recent researches in the field of economic history and historical demography.

## Course Type

- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the economic and demographic change in the 19th and the first half of the 20th century
2. Indicate different scientific approaches and interpretations of economic history and historical demography
3. Compare economic and demographic processes in Croatia and South-Eastern Europe
4. Explain why population is the main factor and the target of economic development
5. Analyze the population structure based on population censuses and its impact on the economy
6. Define the main characteristics of the Croatian economy in the 19th and the first half of the 20th century

## General Competencies

Upon completion of the course the students will be able to understand and explain the process of economic and demographic change, to evaluate different scientific approaches and interpretation of economic history and historical demography. Also, they will be able to compare the economic and demographic processes in Croatia and Southeastern Europe.

## Grading

Grading: regular attendance and active participation in class (readings & discussions): 20%, paper/essay on given topic and presentation: 40%, written exam: 40%

## Week by Week Schedule

1. Introductory lecture - content of the course and literature overview
2. The population as a factor of economic development
3. Modernization trilogy: industrialization, urbanization, bureaucratization
4. Modernization on the outskirts of the Empire
5. The population in the Habsburg censuses
6. Student's seminar
7. Student's seminar
8. Student's seminar
9. Student's seminar
10. Economic aftermath of the World War I and the creation of the Kingdom of Serbs, Croats and Slovenes
11. 1921 and 1931 population censuses
12. Student's seminar
13. Student's seminar
14. Student's seminar
15. State regulated economy and economic anticipation of WW2

## Literature



Stipetić Vladimir (2012).  
Dva stoljeća razvoja  
hrvatskog gospodarstva  
(1820.-2005.), Hrvatske  
akademija znanosti i  
umjetnosti



Karaman Igor (1991).  
Industrijalizacija građanske  
Hrvatske (1800-1941),  
Naprijed



Gelo Jakov (1987).  
Demografske promjene u  
Hrvatskoj od 1780 do 1981  
godine, Globus



Vranješ-Šoljan Božena,  
(2009). Stanovništvo Banske  
Hrvatske, Educa



Berend Iván T. (2011).  
Ekonomika povijest  
Europe 20. stoljeća, Mate



# The Croatian Humanist Epic

86902

## Teaching assistant



Doc. dr. sc.  
Maja Matasović

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

The goal of this course is to introduce students to the Croatian humanist epic during the 15th and the 16th centuries. It will also enable them to view this poetry in the context of the epics of antiquity, and the European humanist epic production of the time. Obligations of the students include: regular attendance, preparation and discussion of selected texts and passing the exam after the semester has finished.

## Course Type

- » Teaching stream (Croatian Latinity Profile) (elective courses, 1st semester, 1st year)
- » Teaching stream (Croatian Latinity Profile) (elective courses, 2nd semester, 1st year)
- » Teaching stream (Croatian Latinity Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching stream (Croatian Latinity Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Indicate the most important Croatian epic authors writing in Latin in the 15th and the 16th centuries.
2. Analyse the representative selections of the relevant epic poems.
3. Indicate the most important European representatives of the humanist epic poetry who influenced the works of Croatian authors
4. Recognise the formal foundations of the Croatian Latin epic in the epic tradition of Classical antiquity (especially Virgil)
5. Recognise the points of contacts between the Cro. humanist epic with early Christian and Medieval epic poetry.
6. Describe the main features of the Croatian humanist epics.

## General Competencies

Students will be able to compare the epic works of Croatian authors with the Classical ones, as well as contemporary European authors. They will be able to describe the characteristics of these works. They will be able to analyse the development of the Croatian latinistic literature, especially focusing on epics. They will be able to compose the scientific works regarding both Croatian and Classical epics, to recognise the references to Classical literature in the texts. They will be able to analyse the representative selections of literary works, and to indicate the most important European representatives of the humanist epic poetry who influenced the works of Croatian authors.

## Grading

Student will be evaluated according to the accomplishment on his final exam (in writing and oral), as well as according to the regular attendance and participation during classes.

## Week by Week Schedule

1. Introductory class (epic in antiquity and humanism, the most important authors), division of papers and analysis of obligatory readings
2. Reading and analysis: Marulić, *Davidias* (selection)
3. Reading and analysis: Marulić, *Davidias* (selection), including parallels with the Croatian literature in Croatian
4. Reading and analysis: Marulić, *Tropologica* (selection)
5. Reading and analysis: Bona Bolica, *Descriptio Ascriviensis urbis* (selection)
6. Reading and analysis: Bunić, *De raptu Cerberi* (selection)
7. Reading and analysis: Bunić, *De vita et gestis Christi* (selection)
8. Reading and analysis: Bunić, *De vita et gestis Christi* (selection), reviewing the instances of Classical mythology in Christian literature
9. Reading and analysis: Bunić, *De vita et gestis Christi* (selection), especially discussing the role of Mary and "planctus Mariae"
10. Reading and analysis: Beneša, *De morte Christi* (selection)
11. Reading and analysis: Beneša, *De morte Christi* (selection)
12. Reading and analysis: Crijević, *De Epidauro* (selection)
13. Reading and analysis: Severitan, *Solimais* (selection)
14. Reading and analysis: Severitan, *Solimais* (selection)
15. Summation class: review of the data acquired during the semester and resolving certain problems (according to the students' needs.)

## Literature



Odabrani odlomci sljedećih epova u izvorniku (cca 2000 stihova): Jakov Bunić - De raptu Cerberi; De vita et gestis Christi; Marko Marulić - Davidias (i Tropologica); Damjan Beneša - De morte Christi; Ivan Polikarp Severitan - Solimais; Ivan Bona Bolica - Descriptio Ascriviensis urbis; Ilija Crijević - De Epidauro



(1974). Marulić, Marko - Davidijada. Hrvatski latinisti, Knjiga 7. (priredili Veljko Gortan i Branimir Glavičić), Zagreb, JAZU



(1978). Bunić, Jakov - Otmica Kerbera/ Kristov život i djela. Hrvatski latinisti, Knjiga 9., Zagreb, JAZU



Gortan, V. – Vratović, V. (1969). Hrvatski latinisti I. (Pet stoljeća hrvatske književnosti, 2), bilješke o spominjanim autorima, Zagreb, MH



Franičević, Marin (1986). Povijest hrvatske renesansne književnosti (I. i II.), Zagreb, MH

# The Demographic Development of Croatia

57202



## Lecturer in Charge



Izv. prof. dr. sc.  
Vanja Šimičević

ECTS Credits	4.0
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English Level	L1
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant  
Dario Pavić, dr. sc.

## Course Description

The aim of the course is to provide basic knowledge about the conditions of demographic change and demographic development with an emphasis on the changes and development of the Croatian population and earlier populations in this area.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl(5393): elective courses, 3rd semester (science stream), 3rd semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the basic demographic concepts and measures
2. Use the concepts of population growth and development
3. Describe the demographic situation of Croatia today and demographic diversity of Croatian region
4. Describe the relationship between economic conditions and changes affecting the dynamics of fertility and changes in the composition of the family
5. Relate the causes of population aging and the concept of demographic transition
6. Explain how the pension system and social and intergenerational transfer depend on the demographic composition and changes of the Croatian population
7. Relate the role of nutrition and health care in shaping the Croatian population
8. Distinguish types of migration (especially in the 20th century) and their impact on the structure of Croatian population
9. Explain the demographic impact of the First and Second World War, and the Croatian Homeland war
10. Analyze the possible application of population policies in Croatia

## General Competencies

Associate general knowledge about society and social processes,  
 point out the conflicting opinions and alternative hypotheses in various social issues,  
 point out the contradiction and common features of assumptions different political, religious and cultural orientation,  
 identify cause-and-effect relationships among social phenomena,  
 indicate the social outcomes of public policies,  
 plan their own engagement in solving social problems,  
 show the key structural factors that shape society,  
 analyze social change through classical and contemporary sociological approaches,  
 put in a macro and micro level of sociological analysis,  
 combine different theoretical assumptions in the study of social phenomena,  
 show the relevance of the concepts of culture, socialization, stratification, social structures and institutions in explaining social phenomena.

## Grading

Presentation and oral exam.

## Week by Week Schedule

1. Basic demographic Concepts
2. The concept of demographic growth and development
3. Demographic picture of Croatia today
4. Economics of fertility
5. Contemporary changes in family structure
6. Population and Economic Development - population aging
7. Population and Economic Development - pension and social system and intergenerational transfer
8. Mechanical movement of the population - migration
9. War and demographic consequences of war
10. Nutrition of the population and the impact on demographic processes
11. Health care of the Croatian population
12. Population Policy - analysis, possibilities
13. Population policy - History, Ideology
14. Contemporary trends of world development
15. Contemporary trends of Croatian development

## Literature



Wertheimer-Baletić, Alica (1999). Stanovništvo i razvoj, MATE, Zagreb



Mesić, Milan (2002). Međunarodne migracije - tokovi i teorije, Societas, Zavod za sociologiju, Zagreb



Nejašmić, Ivo (2005). Demogeografija - stanovništvo u prostornim odnosima i procesima, Školska knjiga, Zagreb



Nejašmić, Ivo (2008). Stanovništvo Hrvatske, demogeografske studije i analize, Hrvatsko geografsko društvo, Zagreb



Breznik, Dušan (1980). Demografija: Analiza, metodi, modeli. Naučna knjiga, Beograd, Naučna knjiga, Beograd

# The European Union and Civil Society

64856



## Lecturer in Charge



Izv. prof. dr. sc.  
Mladen Puškarić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The aim of the course is to teach students about the legal position of EU inhabitants, their status, advantages and problems which are result of EU membership. Students will get insight into formal consequences of EU membership as well as in evolution of civil powers in EU countries.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl(5393): elective courses, 3rd semester (science stream), 3rd semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze the role of civil society in EU.
2. Recognize the role of civil society in democracy.
3. Apply knowledge in strengthening institutions of civil society in EU.
4. Explain the role of non-governmental organizations in strengthening democracy.
5. Describe evolution of civil society institutions in EU countries.
6. Name the most important roles of institutions of civil society in democratic systems.
7. Compare the role of certain civil society institutions in EU countries.

## General Competencies

Combine the general knowledge of society and of social processes.  
Outline the opposing viewpoints and alternative hypotheses in the various social issues.  
Demonstrate the social impacts of the public policies.  
Plan own engagement in resolving of the various social issues.  
Illustrate the key structural factors that are shaping the society.  
Analyse the social change using classical and contemporary sociological approaches.  
Choose the adequate methodological approach or the combination of approaches in investigation of the social phenomena.  
Evaluate published sociological research with suggestions of possible improvements.

## Grading

Written exam, term exam, seminar paper, presentation.

## Week by Week Schedule

1. Development of basic rights
2. Human rights in EU
3. European Union Charter of Fundamental Rights
4. Instruments for human rights protection
5. Struggle against discrimination
6. EU Citizenship
7. Court protection of fundamental rights in EU
8. Ecology
9. Protection of national minority
10. Immigration and position of immigrants
11. Struggle against discrimination
12. Politics of EU
13. The Role of EU Court Of Justice in promotion of EU Citizenship
14. European Ombudsman
15. Freedom of movement and work in EU countries

## Literature



Rodin i suradnici (2009). Reforma Europske unije: Lisabonski ugovor, Narodne novine

# The idea of Europe

57185



## Lecturer in Charge



Izv. prof. dr. sc.  
Mladen Puškarić

ECTS Credits	5.0
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English Level	L1
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E-learning Level	L1
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Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Mladen  
Puškarić

## Course Description

The goal is to offer students basic knowledge about genesis and development of idea of Europe which is much older than process of EU integration. Students will get insight into different projects aimed to political, economic and military unity of Europe. They will learn how the concept of Europe has been changed through history.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze development of the European idea throughout the history
2. Recognize the significance of the European idea for the purpose of understanding of European integration process
3. Use basic knowledge of society and societal processes
4. Apply acquired knowledge in analysis of the role of specific historical subjects
5. Explain the significance of the European idea for the formation of common social awareness
6. List basic separation in phases of historical development of the European idea
7. Relate the term of European idea with the European integration process
8. Compare roles of different religious congregations in creation of the European idea
9. Develop an interest for studying of historical sources of the European idea
10. Use different methods of social research in analyses of the relevant data



## General Competencies

Upon successfully passed exam, students will be able to:  
Combine the general knowledge of society and of social processes.  
Outline the opposing viewpoints and alternative hypotheses in the various social issues.  
Illustrate the key structural factors that are shaping the society.  
Combine the different theoretical approaches in the investigation of the social phenomena.  
Analyse personal and local social questions in the broader social context  
Evaluate published sociological research with suggestions of possible improvements.

## Grading

Written exam, term exam, in-class exam, term paper.

## Week by Week Schedule

1. Development of Idea of Europe
2. Europe and Idea of Freedom
3. Myth of Europe
4. Roman Law
5. Europe and Idea of Christendom
6. Christianity in Western Europe
7. Charlemagne: king and father of Europe
8. Christian World
9. Europe on the Geographic Maps
10. Humanism and Renaissance
11. Universalism and Particularism in Europe
12. Spreading of the European Idea
13. Enlightenment and the Rationalistic Philosophy
14. Secularisation of Europe
15. Europe and Civilization

## Literature



Anthony Padgen (2002). *The Idea of Europe*, University Press Cambridge, str. 378.



Kevin Wilson, Jan van der Dussen (2010). *The History of Idea of Europe*, Routledge

# The Interpretation of Literary Text

57155



## Lecturer in Charge



Doc. dr. sc.  
Davor Piskač

ECTS Credits	4.0
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English Level	L1
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant  
Doc. dr. sc. Davor Piskač

## Course Description

The interpretation of a literary text is part of the teaching of literature in primary and secondary schools. In terms of teaching it presents extremely important tools for the analysis and interpretation of literary texts. It enables awareness of the relationships within a literary work and what impact these relationships have on the reader, the society and the development of literature and culture in general. After completing the course “Interpretation of literary texts” the students will be able to: observe the content and the differences in meaning in the field of literature and culture. This will contribute to the development of cognitive skills and aesthetic sensitivity in the students. As a result, the students will be able to better and more fully understand literature across a diachronic and synchronic overview.

## Course Type

- » Science Stream (Croatian Studies Profile) (elective courses 2, 1st semester, 1st year)
- » Science Stream (Croatian Studies Profile) (elective courses 2, 3rd semester, 2nd year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 1st semester, 1st year)
- » Teaching Stream (Croatian Studies Profile) (elective courses 2, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe, identify and define the features of a particular literary genre.
2. Describe, the students should be able to express, recount and convey information about the meaning of the text’s content.
3. Present, the students should be able to connect knowledge and explain the interpreted texts.
4. Present: pose a hypothesis and formulate it, orally compose, explain and write a synthesis of the meaning of the interpreted text.
5. Evaluate and distinguish, evaluate the students' interpretations and explain the decision.

## General Competencies

Make the students capable of literary interpretation and the identification, detection and supporting the meaning of a literary text.

## Grading

**STUDENT OBLIGATIONS** Class attendance is obligatory (minimum of 70%); Students are obliged to actively participate in classes; Students are obliged to write two essays; ECTS credits: Class attendance 1 credit, class activity 1 credit, first essay 1 credit, second essay 1 credit; Student participation in class and exam essays are graded – For ten points from activity the students shall receive a higher grade by one. Students are obliged to write two essays out of four possible choices: 1. Interpretation of a lyric poem: Pablo Neruda: "Noćas bih mogao napisati" 2. Interpretation of a novel: Alessandro Baricco: "Svila" 3. Interpretation of a drama: Miro Gavran: "Paralalni svjetovi" 4. Interpretation of a travelogue: Antun Gustav Matoš: "Ferije". Each essay should have between 1200 and 1500 words (3-4 pages). Each essay shall receive between 1 and 10 points. An essay may not receive more than the maximum number of points from the presented areas: 1. Knowledge of the theoretical literature 2 points 2. Good understanding of the content of the interpreted text 1 point 3. Good knowledge of the context surrounding the interpreted text 1 point 4. Good use of meta-language 1 point 5. Systematically supported facts and meaning 2 points 6. Originality of ideas and their presentation and support 3 points. Essays are graded in the following manner: 6 points - sufficient (2), 7 and 8 points - good (3), 9 points - very good (4), 10 points - excellent (5). Essays are sent to e-mail: kroatologija@gmail.com. First essay deadline is 14/11/2013. Second essay must be submitted by 12/12/2013. For every day beyond the deadline the total score of points will be reduced by 10%. Calendar 3/10/2013; Basic interpretation 10/10/2013; Interpretation of lyric poetry 17/10/2013; Interpretation of a lyric poem (Slavko Mihalić: "Metamorfoza") 24/10/2013; Prose interpretation 31/10/2013; Interpretation of a novella (Zoran Ferić: "Potrči doktora") 7/11/2013; Interpretation of a novel (Patrick Suskind: "Parfem") 14/11/2013; Interpretation of drama 21/11/2013; Interpretation of a tragedy (Shakespeare: "Hamlet") 28/11/2013; Interpretation of a comedy (Moliere: "Škrtac") 5/12/2013; Interpretation of a modern drama (Patrick Marber: "Closer") 12/12/2013; Interpretation of discursive genres (Petar Šegedin: "Staromodni zapisi iz Bruges") 19/12/2013; Final knowledge assessment and grading

## Week by Week Schedule

1. Course details worked out according to the schedule of teaching
2. Calendar:
3. Basic interpretation
4. Interpretation of lyric poetry
5. Interpretation of a lyric poem (reading: Slavko Mihalić: "Metamorfoza")
6. Prose interpretation
7. Interpretation of a novella (reading: Zoran Ferić: "Potrči doktora")
8. Interpretation of a novel (reading: Patrick Suskind: "Parfem")
9. Interpretation of drama
10. Interpretation of a tragedy (reading: Shakespeare: "Hamlet")
11. Interpretation of a comedy (reading: Moliere: "Škrtac")
12. Interpretation of a modern drama (reading: Patrick Marber: "Closer")
13. Interpretation of discursive genres (reading: Petar Šegedin: "Staromodni zapisi iz Bruges")
14. Interpretation of discursive genres (reading: Petar Šegedin: "Staromodni zapisi iz Bruges")
15. Final knowledge assessment and grading

## Literature



Biti, V. (2000). Pojmovnik suvremene književne i kulturne teorije, (pojmovi: analiza, empirijska znanost o književnosti, funkcija, hermeneutika, interpretacija, norma, tekst, vrijednost), Matica hrvatska Zagreb



Škreb, Z., Stamač, A. (1998). Uvod u književnost (poglavlja: Mikrostrukture stila i književne forme, Stih, Umjetnička proza, Interpretacija, Drama, dramaturgija, kazalište), Nakladni zavod Globus, Zagreb



Solar, Milivoj (1997). Vježbe tumačenja, MH, Zagreb

# The Life of a Provincial Family in Ancient Times

79210



## Lecturer in Charge



Doc. dr. sc.  
Mladen Tomorad

ECTS Credits	3.0
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English Level	L1
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E-learning Level	L1
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Study Hours	30
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Teaching assistant  
Vlatka Vukelić, dr. sc.

## Course Description

Using comparative methods the students develop a sense of historical, economic, political and cultural continuity and specific social identity in our region. The particular area of study was reduced to the continental part of the Croatia, romanized and urbanized, during the Roman conquest of the 1st ct. BC to 1st ct AD. Maximum effort will represent just a comparative method of studying life in the ancient world, as well as the first comparison of life in Rome, with life in ancient Pannonia, and after that, on the basis of published studies, which have so far segmental type, as possible, set up the basic features and common points, and the backbone of life of ancient man in Pannonia. There will be the following elements of ancient life: daily life in Rome and province, home furnishings, leisure, clothing, hair, jewelry and cosmetics, marriage, raising children, funeral customs and traditions associated with the cult.

\* Study the existing stereotypes of Roman population

\* Offer new content and a new approach to the topic

\* Explain the importance of the creation of social classes: senatorial and knightly class, the colonial elite, the lower strata of society, way of life and the difference among the population on the basis of personal and civic - legal status and ethnicity

\* To examine the issue of slavery, the population in urban areas and roadways, economic activities (agriculture and animal husbandry, crafts and trade, rustic and banking, etc.) through the prism of participants and beneficiaries, traditional Roman economy and innovation, occupations (traditional influence in the performance certain duties: comparison peregrine and immigrant population)

\* More specifically explain the customs, arts and culture and the Roman provincial population - opportunities and their interdependencies between study

\* Consider the above in context: the age of conquest, colonization and Romanization as a political and cultural processes, organization of the Roman state administration (division into provinces), material culture and permeating Roman and indigenous culture in onomastics, religion and fine arts, and in the context of the late Roman period - the emergence of Christianity.

## Course Type

- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify new content and a new approach to the topic
2. Describe the importance of the creation of social classes: senatorial and knightly class, the colonial elite, the lower strata of society, way of life and the difference among the population on the basis of personal and civic-legal status and ethnicity
3. Describe the issue of slavery, the population in urban areas and out urban area, economic activities (agriculture and animal husbandry, crafts and trade, rustic and banking, etc.) through the prism of participants and beneficiaries, the traditional economy and Roman innovations occupations (traditional influence in the performance of certain duties: comparison peregrine immigrant population)
4. Explain the customs, arts and culture and the Roman provincial population - opportunities and their interdependencies between study
5. Compare the time of the conquest, colonization and Romanization as a political and cultural processes and the organization of the Roman state administration

## General Competencies

After finishing the programme student will be able to: 1. define historical processes typical for certain historical period; 2. explain cause and effect relations of historical events and processes 3. construct a historical context 4. compare historical processes of different periods

## Grading

Participation in lectures and making two seminars related to the assigned topic. Evaluating the multiple relations and to participate in teaching, preparing seminar papers and secondary assessment of written and oral exam.

## Week by Week Schedule

1. Introductory lecture, introduction to the subject and literature
2. Historical sources (material and written); totality of life in Rome early Principate
3. Explanation of terms: colonies and municipiums-importance in the Roman province
4. Roman administration and Roman province in today's Croatia; Provincial Economy
5. Warfare, military, veterans, pacification and urbanization Illyria
6. The legal system, urban planning, Pax Romana, trade
7. Taxes, laws, piracy and robbery, roads
8. Jewelry and cosmetics, dance, house and furniture, leisure, clothing and hair
9. Architecture, basilica, baths, forum, colonial and city administration / regents, officers, quaestors, bequests
10. Slaves and column "friends night", family, food, streetscape

11. The management and treatment of the country, housing extra muros / rustic, Roman road
12. Monet, tools, games, education, education, transport Intra Muros
13. Indigenous people, the process of Romanization, philosophy, science, religion, calendar, arts, crafts
14. Province in Late Antiquity, the emergence and influence of Christianity on the territory of modern Croatian, during the fall of the Roman Empire on the territory of Illyria-specific characteristics and differences
15. Field work

## Literature



H. J. Deighton (1996). *A Day in the Life of Ancient Rome*, Bristol Classical Press



A. Mocsy (1974). *Pannonia and Upper Moesia*, Routledge & Kegan Paul



P. Grimal (1968). *Rimska civilizacija*, Izdavački zavod Jugoslavija, Beograd



P. Lisicar (1971). *Grci i Rimljani*, Filozofski Fakultet, Zagreb



M. Sanader (2008). *Imago provinciarum*, Alfa d. d., Zagreb

# The Media: A Critical Approach

96364



## Lecturer in Charge



Doc. dr. sc.  
Tomislav Janović

ECTS Credits	5.0
English Level	L2
E-learning Level	L2
Study Hours	30

## Course Description

To lay out the basic structure of all social scientific explanations to elucidate the connection between the individual and the collective explanation levels in the social sciences to introduce the key explanatory mechanisms of the social sciences and to reveal their structure, limits and heuristic value to help students to formulate and identify valid explanations of social phenomena and differentiate them from pseudo-explanations

## Course Type

» Communication Sciences (Study) (specialist working group I., 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Use technical terms and concepts from social sciences which are relevant to the understanding of human communication.
2. Identify the main characteristics of human social behavior that have allowed the development of interpersonal and mass communication.
3. Describe the role of communication in the collective decision-making and social changes, with particular regard to the process of formation of the so-called public opinion.
4. Apply the most important mechanisms of the formation of collective beliefs and the formation of public opinion.
5. Explain the role of the media in the political communication and social change.

## General Competencies

To understand and extract the main points of graduate level philosophical or scientific texts to analyze and critically evaluate theories and arguments in oral and written form; to identify weaknesses of particular arguments and theoretical positions to apply theories, concepts and technical terms of philosophy and methodology of science to other philosophical fields and/or other disciplines of the humanities and the social sciences to recognize the common conceptual ground of all disciplines dealing with social phenomena and to appreciate the importance of foundational and methodological issues for these disciplines



## Grading

regular attendance 10%

active participation in class (readings & discussions) 10%

presentation on given topic (15-20 minutes, power point & handouts) 20%

written exam (or two tests) 40%

oral exam 20%

## Week by Week Schedule

1. Introduction to the course; agreement on the mode of work, knowledge assessment and conditions for obtaining the signatures and grades
2. Behavior, actions, decisions, choices. Popular psychology and the explanation of action (beliefs, desires, possibilities). An individual, group, society. Individual and collective behavior. Methodological individualism
3. Selfishness and altruism. Rationality and morality. The theory of rational choice. The game theory or the theory of interdependent decision-making as a model of social interaction. The concept of equilibrium. Examples of the simplest games.
4. The canon of rationality and the deviations from the canon. Long-term and short-term thinking
5. The mechanism of unintended consequences. The concept of natural state and the problem of conflicting individual interests. Tacit coordination and agreement (communication) as two ways of avoiding conflict and aligning individual interests
6. Trust and credibility. Signals of credibility. Negotiations and negotiation strategies
7. The problem of collective action as a problem of coordinating individual action. Individual and collective interests. Decentralized and centralized coordination. Standards and institutions.
8. Collective decision-making in a public debate, voting, negotiation.
9. Ambiguity of the concept of what is public and what is the public. Private and public desires (preferences).
10. Private and public opinion.
11. Falsification of preferences, collective ignorance and political correctness.
12. The media, mass communication and the formation of public opinion.
13. Participants in mass communication and the strategies of media influence.
14. Media influence, political communication and social change.
15. Conclusions and course recapitulation.

## Literature



Elster, Jon (1999). Uvod u društvene znanosti: Matice i vijci za objašnjenje složenih društvenih pojava [poglavlja 2-6, 10-15], Jesenski & Turk,



Elster, Jon (2007). Explaining Social Behavior: More Nuts and Bolts for the Social Sciences, , [str. 1-6, 67-79, 214-221, 344-352, 372-386, 401-424], Cambridge University Press, Cambridge



Kuran, Timur (1997). Private Truth, Public Lies: The Social Consequences of Preference Falsification [pogl. 1 i 3], Cambridge, MA & London: Harvard University Press



Lippmann, Walter (1995). Javno mnijenje [poglavlja 13 i 14], Naprijed

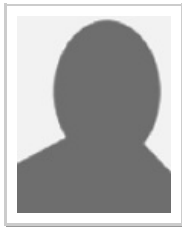


McNair, Brian (2003). Uvod u političku komunikaciju [poglavlja 1-3], Fakultet političkih znanosti

# Theories of European Integration

64855

## Lecturer in Charge



Izv. prof. dr. sc.  
Mladen Puškarić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The objective of the course is to provide students with basic knowledge in the field of European integration theories. Students will learn how theories indicate the process and effects of integration process, as well as evolution and development of the process. Students will be able to understand relationship between national and EU institutions.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl(5393): elective courses, 3rd semester (science stream), 3rd semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze different theories of European integration.
2. Identify the fundamental origin of different theories.
3. Apply knowledge in understanding of European integration process.
4. Explain the differences in theories.
5. Describe time and circumstances of development of different theories.
6. List chronologically development of theories
7. Relate particular theories to process of European integration.
8. Compare relations between particular theories.
9. Develop interest for studying process of European integration
10. Apply knowledge in oral and written presentation.

## General Competencies

Combine the general knowledge of society and of social processes.

Outline the opposing viewpoints and alternative hypotheses in the various social issues.

Illustrate the key structural factors that are shaping the society.

Point out the importance of the concepts of culture, socialization, stratification, social structure and institutions in the explanations of the social phenomena.

Analyse personal and local social questions in the broader social context, especially in the context of social class, ethnicity, gender, religion, capitalism, individualisation, nationalism, and globalization.

Analyse the social change using classical and contemporary sociological approaches.

Evaluate published sociological research with suggestions of possible improvements.

## Grading

Written exam, term exam, seminar, presentation.

## Week by Week Schedule

1. Meaning of Integrations Theories
2. Meaning and characteristics of integration
3. Economic Integration
4. Federalism and European Integration
5. Altiero Spinelli
6. Functionalism
7. David Mitrany
8. Neofunctionalism
9. Jean Monnet
10. Neofunctionalism
11. Hoffman
12. Millward
13. Limits of the Old Debate
14. Intergovernmental Europe
15. Europe and World

## Literature



Antje Weiner, Thomas Diez (2004). *European Integration Theory*, Oxford University Press, Oxford University Press



Ben Rosamond (2009). *Theories of European Integration*, Palgrave

# Theory of History

61951



## Lecturer in Charge



Izv. prof. dr. sc.  
Darko Vitek

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The aim of the course is to familiarize students with the basic data and theoretical viewpoints on historical science. Acquaint them with recent theoretical frameworks and their application to concrete historical research. Enable students to explore and interpret works of historiography.

## Course Type

» History (Study) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the basic problems of the theory of history,
2. Identify the most important information and people from the theory of history,
3. Explain the causal theoretical point of view and historical periods,
4. Analyze various theoretical and historical themes
5. Describe the basic theoretical directions.

## General Competencies

After finishing the programme student will be able to:

1. identify the most important person and institutions in the Croatian and the World history,
2. write an essay on different historical period,
3. defend his/her own opinion in discussions on different historical events and processes,
4. design his/her own conclusion on different historical events and processes,
5. reconstruct historiographic tools in making conclusions of historical processes and events,
6. Appraise the value of historiographic interpretations.

## Grading

The activity of each student will be monitored, which will be reflected in the overall score. Classes is required to attend. Written exam, with the possibility for oral.

## Week by Week Schedule

1. Introduction to the theory of history and different starting points in the theoretical study of history
2. The theoretical framework of ancient historiography and its presence in modern historiography
3. The theoretical framework of medieval historiography and its presence in modern historiography
4. The theoretical framework of the historiography of humanism and the Renaissance and its presence in modern historiography
5. Age of the Enlightenment and the new organization of knowledge and science, historiography in place a new system of knowledge
6. Pragmatic, apragmatic and objective historiography
7. Historical facts
8. The sign and the history of semiotics and its impact on historical science
9. History and science issues in the history of science
10. Historical science and morality
11. Poststructuralist historiography and its relevance
12. The theory of narrative and historical science
13. The cultural turn in historiography
14. Historical science and logic
15. Social conditioning of historical knowledge

## Literature



M. Gross (2001). *Suvremena historiografija: Korijeni, postignuća, traganja*, Novi Liber, Zagreb



K. Jenkins (2008). *Promišljanje historije*, Srednja Europa Zagreb



M. Bloch (2008). *Apologija historije ili zanat povjesničara*, Srednja Europa Zagreb



E. H. Carr (2004). *Što je povijest*, Srednja Europa Zagreb



L. Hunt (2001). *Nova kulturna historija*, Naklada Ljevak, Zagreb

# Theory of Language

57150



## Lecturer in Charge



Prof. dr. sc.  
Branka Tafra

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30

Lecturer  
Lucia Miškulin Saletović, V.  
pred. dr. sc.

## Course Description

The course is aimed at acquiring knowledge on the language as a system and as a social phenomenon. Secondly, it is aimed at providing insight into the history and development of linguistics. Finally, it is aimed at equipping students with metalanguage and knowledge needed for understanding and critical reviewing of linguistic issues and topics.

## Course Type

» Teaching Stream (Croatian Studies Profile) (kro-dipl (4423): elective courses I, 1st semester (science stream), 1st semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe a short overview of the development of linguistics.
2. Describe genetic and typological classification of languages.
3. Distinguish between synchrony and diachrony, as well as between syntagmatic and paradigmatic relations.
4. Explain the difference between phonetics and phonology and exemplify what a sound, a phoneme, an allophone, a letter and a grapheme are.
5. Describe types of morphemes, word classes and morphological categories.
6. Describe functions of words and syntactic categories.
7. Describe the main foci of semantics, onomastics, terminology and phraseology.
8. Categorize lexical units and relations.
9. Describe typology dictionaries and explain the differences between dictionaries and encyclopedia.
10. Analyze the social aspects of language use and language as a means of action.

## General Competencies

After successfully completing the course, students will be able to: - apply knowledge on the language as a system and as a social phenomenon in examining and teaching Croatian language and culture - critically review linguistic topics and issues

## Grading

There are two partial tests in the semester. Students who pass both tests are exempted from the written part of the final exam and take only the oral part of the final exam. The oral exam also includes a critical review of a professional or research paper on linguistics (students select one of the recommended papers).

## Week by Week Schedule

1. Introduction and key notions
2. Language diversity
3. History of linguistics
4. Phonetics and phonology
5. Morphology
6. Syntax
7. Semantics
8. Lexicology
9. Lexicography
10. Etymology and onomastics
11. Sociolinguistics and pragmatics
12. Text and discourse
13. Applied linguistics and semiotics
14. Revision
15. Final test

## Literature



De Saussure, Ferdinand (2000). Tečaj opće lingvistike, prev. Vojmir Vinja (odabrana poglavlja), IHJJ, Zagreb



Glovacki-Bernardi, Zrinjka i dr. (ur.) (2007). Uvod u lingvistiku (odabrana poglavlja), Školska knjiga, Zagreb



Hjelmslev, Louis (1980). Prolegomena teoriji jezika, prev. Ante Stamać (odabrana poglavlja), GZH, Zagreb



Matasović, Ranko (2001). Uvod u poredbenu lingvistiku (odabrana poglavlja), Matica hrvatska, Zagreb



Mičanović, Krešimir (2006). Hrvatski s naglaskom (odabrana poglavlja), Disput, Zagreb



# Theory of Literature

57152



## Lecturer in Charge



Doc. dr. sc.  
Davor Piskač

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

The aim of the course is to enable students to understand the nature of literary texts.

## Course Type

» Teaching Stream (Croatian Studies Profile) (kro-dipl (4424): elective courses I, 2nd semester (science stream), 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe, identify and define the features of a particular literary genre.
2. Relate the knowledge and explain functional styles.
3. Analyze and distinguish individual styles, and compare them with other literary styles.
4. Present and pose a hypothesis about the nature of style in literature and formulate, compose and write the synthesis of their own insights.
5. Distinguish, evaluate and assess the learners and support the decision in this regard with arguments.

## General Competencies

The theory of literature is a part of the science of literature and has importance within the teaching of literature in primary and secondary schools. It provides important information, procedures and methods for the understanding of the nature of literary texts and the influence that a text might have on an individual and the society. After completing the course "Theory of literature", the students will be able to: observe the differences in terms of content, meaning and aesthetics in the field of literature. They will be able to evaluate and select appropriate texts for teaching in primary and secondary schools. This will contribute to the development of their cognitive skills and aesthetic sensitivity. As a result, the students will be able to better and more fully understand literature across a diachronic and synchronic overview.

## Grading

**STUDENT OBLIGATIONS** Class attendance is obligatory (minimum of 70%); Students are obliged to actively participate in classes; Students are obliged to write two essays; **ECTS CREDITS:** Class attendance 1 credit, class activity 1 credit, first essay 1,5 credits, second essay 1,5 credits; **GRADING AND EVALUATION** Student class attendance and participation are graded – exam essays **ATTENDANCE AND ACTIVITY** Students are required to attend classes (minimum of 70%) in order to qualify for grading. For ten points from activity the students shall receive a higher grade by one. **ESSAYS** Students are obliged to write two essays. The first essay must be submitted to the address kroatologija@gmail.com by 15/06/2014 at the latest. The second essay must be submitted to the address kroatologija@gmail.com by 15/ 06/2014 at the latest. There are two available topics for the first essay: The science and theory of literature, and the Aesthetic functions in literature. The students may choose from three topics for the second essay : Aesthetic standards in literature and Aesthetic values in literature **ESSAY GRADING AND POINTS** Each essay should have between 1200 and 1500 words (3-4 pages). Each essay shall receive between 1 and 10 points. An essay may not receive more than the maximum number of points from the presented areas: 1. Knowledge of the theoretical literature 2 points 2. Good understanding of the topic 2 points 3. Good knowledge of the context surrounding the topic 1 point 4. Good use of professional language and expression 1 point 5. Systematically supported facts and meaning 2 points 6. Originality of ideas and their presentation and support 2 points. Essays are graded in the following manner: 6 points - sufficient (2), 7 and 8 points -good (3), 9 points – very good (4), 10 points – excellent (5).

## Week by Week Schedule

1. Course contents according to the schedule of teaching
2. Introduction to the basics of the theory of literature
3. Science of literature (reading: Biti, Vladimir (2000), "Pojmovnik suvremene književne i kulturne teorije", MH, Zagreb. (entry: science of literature)
4. Poetics (reading: Biti, Vladimir (2000), "Pojmovnik suvremene književne i kulturne teorije", MH, Zagreb. (entry: poetics)
5. Aesthetics, standard and value in literature (reading: Biti, Vladimir (2000), "Pojmovnik suvremene književne i kulturne teorije", MH, Zagreb. (reading: entry: work, text, aesthetics, standard, value)
6. Literature classification (reading: Biti, Vladimir (2000), "Pojmovnik suvremene književne i kulturne teorije", MH, Zagreb. (reading: entry: work, text)
7. Lyric poetry (reading: Solar, Milivoj (2005), "Teorija književnosti", ŠK, Zagreb.)
8. Epic poetry (reading: Solar, Milivoj (2005), "Teorija književnosti", ŠK, Zagreb.)
9. Drama (reading: Solar, Milivoj (2005), "Teorija književnosti", ŠK, Zagreb.)
10. Discursive forms (reading: Solar, Milivoj (2005), "Teorija književnosti", ŠK, Zagreb.)
11. Versification (reading: Solar, Milivoj (2005), "Teorija književnosti", ŠK, Zagreb.)
12. Final exam and grading
13. n/a
14. n/a
15. n/a

## Literature



Biti, Vladimir Pojmovnik  
suvremene književne i  
kulturne teorije (natuknice:  
znanost o književnosti,  
djelo, tekst, poetika,  
estetika, norma, vrijednost),  
MH, Zagreb



Solar, Milivoj Teorija  
književnosti, ŠK, Zagreb

# Theory of Psychological Testing

57115

## Lecturer in Charge



Doc. dr. sc.  
Iva Šverko

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30
	15

## Course Description

Provide knowledge in the field of psychometrics , which will enable students to understand the methodological characteristics of psychological tests .

## Course Type

» Psychology (Study) (required course, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the meaning of psychometric characteristics of the tests and the relationships between them
2. Identify limitations in making decisions based on psychological test which are due to its psychometric properties
3. Apply all steps in the validation of psychological instrument independently
4. Analyze the psychometric properties of psychological tests
5. Identify good and bad psychological measuring instruments
6. Interpret individual scores on tests
7. Evaluate the validation study of psychological test
8. Create a research design for validation of psychological tests

## General Competencies

Upon completion of the course, students will be able to:

Analyze scientific literature in psychology and related disciplines, and produce new scientific knowledge.

Design fundamental and/or applied psychological research and construct and metrically evaluate psychological instruments.

Evaluate multivariate statistical procedures with regard to their limits and to satisfying the theoretical assumptions in concrete situations of application.

## Grading

Students work is continuously evaluated and students are awarded points for active participation in class, preparing seminars and passing midterm tests. On the basis of their engagement through the year, a student is assigned a grade which is then moderated with his/her success on the final oral exam.

## Week by Week Schedule

1. Test - definition and importance
2. Composite tests and basic properties of overall test score
3. Item analysis
4. Classical and modern reliability theory, the concept of measurement error
5. Methods for estimating reliability: different procedures and their interpretation
6. Reliability heterogeneous tests; correction for attenuation
7. Item response theory
8. Test validity – different approaches
9. Structural validity: factor validity and MTMM technique
10. Prognostic validity and selection problem
11. Standardization, scoring and norming of the measuring instrument
12. Interpretation of test results
13. Understanding individual differences in test scores
14. Analysis of the psychological profile
15. Test

## Literature



Anastasi, A. (2003). Psychological testing (7. izdanje). New York: MacMillian.



Cohen, R. J. & Swerdlik, M. E. (2001). Psychological Testing and Assessment. Boston: McGraw Hill.



Krković, A. (1978). Elementi psihometrije I. Zagreb: Filozofski fakultet.



Raykov, T & Marcoulides, G. A. (2011). Introduction to Psychometric Theory. New York: Routledge.



Rust, J. & Golombok, S. (2009). Modern psychometrics. London and New York: Routledge.

# The political system of the European Union

57188

## Lecturer in Charge



dr. sc.  
Mladen Nakić

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Mladen Nakić, dr. sc.

## Course Description

The course provides students with the possibility of analytical approaches to the political system of the EU. The course also explains the concept, the content and the meaning of the comparative analysis of political systems and their impact on the future development of the European Union. The aim of the course is to develop students' critical approach to specific cases, and to emphasize the analytical elements of logical thinking. Also, the aim is to develop communication skills, written and verbal articulation. The focus is on creating students' own opinions in relation to political practice within the EU. The course encourages the expression of diverse opinions, practices atmosphere of dialogue and respects different opinions, but with the clear argumentation of the dissent. The aim is to consolidate and expand students' previously acquired knowledge and direct them to the consideration of the advantages and disadvantages of the current political system, especially from the point of view of the people who delegated to politicians the sovereign right to decide. The course provides a combination of interactive lectures and discussions on current topics in the field of political systems of Western Europe, e.g. what is democracy today, which changes have occurred in the definition of direct and participatory democracy within the EU, the extent to which representative democracy can meet the interests and welfare of the citizens, what are the prospects of EU enlargement; The political system of Germany, France and the UK will be analyzed. The secessionist trends in Europe and its consequences on the future of the European Union will be discussed.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl(5393): elective courses, 3rd semester (science stream), 3rd semester, 2nd year)
- » Teaching Stream (Sociology Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze EU political system.
2. Identify relevant political factors in EU political system.
3. Apply knowledge for understanding functioning of EU political system.
4. Apply knowledge for process of EU integration.
5. Explain EU political system functioning.
6. Name the main protagonists in functioning of EU political system.
7. Match EU political system to development of EU integration.

8. Compare development of political institutions and development of legal system of EU.
9. Develop interest for studying EU political system.

## General Competencies

Combine the general knowledge of society and of social processes.  
Outline the opposing viewpoints and alternative hypotheses in the various social issues.  
Demonstrate the social impacts of the public policies.  
Illustrate the key structural factors that are shaping the society.

## Grading

Written exam, term exam, seminar, presentation.

## Week by Week Schedule

1. Political System of the EU
2. European Union- State or Political System
3. Theories of Executive power
4. Problem of Democratic control of EU executive
5. Political System
6. Political Parties in EU
7. Elections in EU
8. National Political Interest and EU Interest
9. Common Agricultural Policy
10. Reform of Common Agricultural policy
11. Social Integration and a European Civil Society
12. European Economic and Monetary Union
13. Citizen Freedom and Security Policy
14. European Union and proces of Globalization
15. Democratic Deficit

## Literature



Mladen Puškarić (2012).  
Europska integracija, Stier  
Graff



Anđelko Milardović (1996).  
Uvod u politologiju, Pan-  
Liber, Osijek



Simon Hix (2002). The  
Political System of the  
European Union,  
MacMillan Press

# The Ustasha Movement

96452



## Teaching assistant



Zlatko  
Hasanbegović,  
dr. sc.

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

Getting acquainted with the basic facts of history Ustasha movement and its correlation with other political and ideological actors in Croatian society (1929-1945).

## Course Type

- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List the most important facts from the history of the Ustasha movement.
2. Analyze most important sources related to the formation and operation of the Ustasha movement.
3. Apply facts from the history of the Ustasha movement with the whole historical reality in Croatian society (1929-1945)
4. Explain the main features of the Ustasha ideology and connect them and compare with the major contemporary ideological trends on the European continent.

## General Competencies

After finishing the programme student will be able to:  
 identify the most important person and institutions in the Croatian and the World history,  
 explain cause and effect relations of historical events and processes,  
 differentiate specificities of historical periods,  
 combine a different historical processes,  
 construct a historical context,  
 appraise the value of historiographic interpretations.

## Grading

Attending seminars and individual work.



## Week by Week Schedule

1. Introductory lecture review of sources and literature
2. The emergence and operation of the Ustasha movement of 1929-1935
3. The effect of the Ustasha movement in exile from 1935 to 1941
4. Homeland Ustasha movement and Croatian nationalism 1935 to 1941
5. The relationship between the Ustasha movement and the Croatian Peasant Party 1935 to 1941
6. The establishment of the Independent State of Croatia
7. Determination of the boundaries of the Independent State of Croatia
8. The Ustasha movement towards Serbs 1941-1945
9. Croatian Ustasha movement and the Croatian Orthodox Church
10. The Ustasha movement towards Germany and Italy (attitude towards national socialism and fascism)
11. The Ustasha movement and the Catholic Church
12. The Ustasha movement and the Bosnian-Herzegovinian Muslims
13. The Ustasha movement and anti-Semitic ideology
14. The Ustasha movement and communism
15. The Ustasha movement and the ideology of the state and social organization

## Literature



Jelić-Butić, Fikreta (1978).  
Ustaše i Nezavisna Država  
Hrvatska 1941.-1945.,  
Sveučilišna naklada Liber;  
Školska knjiga, Zagreb



Tomašević, Jozo (1979).  
Četnici u Drugom  
svjetskom ratu 1941.-1945.,  
Sveučilišna naklada Liber



Tomašević, Jozo (2010). Rat  
i revolucija u Jugoslaviji.  
Okupacija i kolaboracija  
1941.-1945., Europapress  
holding d.o.o. / Novi liber



Redžić, Enver (1987).  
Muslimansko autonomaštvo  
i 13. SS divizija. Autonomija  
Bosne i Hercegovine i  
Hitlerov Treći Reich,  
Svjetlost, Sarajevo



Krizman, Bogdan (1978).  
Ante Pavelić i ustaše,  
Globus, Zagreb

# The Violence of Children and Minors

57205

## Lecturer in Charge



Izv. prof. dr. sc.  
Irena Cajner  
Mraović

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

## Teaching assistant

Izv. prof. dr. sc. Irena Cajner  
Mraović

## Course Description

Enable students for sociological approach to juvenile violence which includes application of classic and modern sociological theories as well as quantitative and qualitative social research methods. Students should be able to identify and understand critical approach to social reaction in cases of juvenile violence, by which they will be able to participate in creating public policies for prevention of juvenile violence.

## Course Type

- » Science Stream (Sociology Profile) (soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (Sociology Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze manifestations of juvenile violence
2. Analyze special features of juvenile violence.
3. Relate social context and juvenile violence.
4. Create research focused on risk factors in juvenile violence.
5. Design juvenile violence prevention programs.
6. Reconstruct different models of social reaction to juvenile violence.

## General Competencies

Identify causal relations among social phenomena.

Indicate relevant concepts of culture, socialization, social stratification, social structure and institutions in explaining social phenomena.

Develop research question about subject/process/phenomenon of public interest.

Evaluate sociological research as a basis for improvement.

## Grading

1. colloquium 25%;
  2. colloquium 25%;
- Written seminar 25%;  
Active participation in seminars 25%.

## Week by Week Schedule

1. Introduction, reminder of the input competence.
2. Juvenile violent assaults.
3. Juvenile sexual violence.
4. Juvenile violence against property.
5. Juvenile violence against public order.
6. Social responses to juvenile criminal violence.
7. The first colloquium: Juvenile criminal violence.
8. Some key aspects in studying and understanding school bullying. Comparative research on school bullying..
9. The assessment of school bullying: scales and surveys, methodological problems and their solving options.
10. A social-ecological model for school bullying prevention and intervention: understanding the impact of adults in the social ecology of youngsters. Parent-child relationships and school bullying.
11. The etiological case to the role of the bystander in school bullying. Respect or fear: The relationship between power and school bullying.
12. Victimization by school bullying and social exclusion: links to peer rejection, classroom engagement and school achievement.
13. Peer bullying in sport. Cyberbullying. peer bullying in kindergarten.
14. Second colloquium: School bullying and juvenile violence in other social contexts.
15. Final remarks.

## Literature



Jimerson, S. R., Swearer, S. M., Espelage, D. L. (eds) (2009) Handbook of Bullying in Schools. An International Perspective. Routledge.



Cajner Mraović, I. (2005): Kriminološke osobitosti nasilničkoga kriminaliteta maloljetnika. U: Singer, M. i sur: Kriminologija delikata nasilja. Nasilje nad djecom i ženama, maloljetničko nasilje. Globus, Zagreb.

# TV Journalism

57245

## Lecturer in Charge



Izv. prof. dr. sc.  
Vine Mihaljević

ECTS Credits	4.0
English Level	L2
E-learning Level	L1
Study Hours	30

## Course Description

Bring TV journalism closer to the students through practical exercises in which they will apply and improve journalistic skills which are used in television, while gathering and analyzing information and shooting, editing and publishing video clips in a variety of television genres.

## Course Type

» Communication Sciences (Study) (media: specialist working group 2., 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define TV journalism and explain its characteristics.
2. Present and explain the differences between television and other forms of journalism.
3. Professionally use the skills of a television journalist.
4. List, differentiate and use the most important television genres.
5. Demonstrate the skill to independently collect, verify and format information.
6. Demonstrate the skill to independently record and edit short TV clips.
7. Demonstrate the ability to independently publish YouTube video clips.

## General Competencies

Apply, classify and distinguish professional terminology. Expertly and professionally apply the acquired specialist theoretical and practical knowledge to work in journalism. Identify, classify, use and critically evaluate various media and newspaper genres, their role in media content and impact on the audience. Demonstrate accountability, professional ethics, autonomy and initiative in their work.

## Grading

50% practical work, 50% project.

## Week by Week Schedule

1. Course introduction;

2. Television journalism - characteristics, specificities, importance;
3. Exercises in searching, collecting, verifying and processing information;
4. Exercises in searching, collecting, verifying and processing information;
5. Exercises in recording short statements;
6. Exercises in recording short statements;
7. Shooting a stand-up;
8. Forming a television newsroom and organizing its work;
9. Exercises in shooting and editing a small television show.
10. Exercises in shooting and editing a small television show.
11. Exercises in shooting and editing a small television show.
12. Publishing video clips on YouTube
13. Student project presentations
14. Student project presentations
15. Student project presentations

## Literature



Perišin, Tena (2010).  
Televizijske vijesti  
(odabrane stranice), Zagreb



Gittlin, Todd (2000). Inside  
prime time (odabrane  
stranice), University of  
California Press, Berkely  
and Los Angeles



Portman N., Powers S.  
(2008). How to Watch TV  
News, Penguin Books

# Two Sides of War: Participants, Heroes, Losers and Deserters (16th – 19th Century)

86949



## Lecturer in Charge



Prof. dr. sc.  
Miroslav Bertoša

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Course Description

Wars have have created history. Its devastating effects have been leaving clues at all levels of society. The aim of this course is to introduce students to the different historiography analyze of war and its consequences. Also, the subject explains the role of the relationship of war and collective memory and individual basis, describes how the different social structures cope with the consequences of war and summarizes the Croatian military history.

## Course Type

- » Science Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Science Stream (History Profile) (elective courses, 4th semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 2nd semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 4th semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the social changes caused by the war in the period from 16 century to modern times
2. Identify the basic guidelines of the problems of the war in historiography worldwide
3. Evaluate the role of the most important figures of the Croatian Modern ages
4. Explain the role of the war as a process of forming the collective and individual memory
5. Argue the issue of relations between soldiers and civilians during the war
6. Analyze the two sides of the war in the context of their permeation
7. Describe the history of Croatian war room through history

## General Competencies

After finishing the programme student will be able to:  
describe historical processes,  
explain cause and effect relations of historical events and processes,  
construct a historical context,  
write an essay on different historical period,  
design his/her own conclusion on different historical events and processes,  
compare historical processes of different periods.

## Grading

Activity of each student will be monitored, which will be reflected in the overall score. Classes is required to attend. The exam is oral.

## Week by Week Schedule

1. Introductory lecture
2. Peculiarities of the main issues guidelines on the obverse and reverse of the war in Europe and the Croatian historiography
3. Theses on the war, battlefield and hinterland
4. War and everyday life: changes in society
5. The war in the collective and individual memory
6. The history of the war and the history of sensibility
7. Heroes, war refugees, deserters: ancient and recent past
8. Face and reverse of war: land and sea battle for the village without villagers
9. Images of War: wills for terminally ill
10. The war and the consequences of war-migration across the Adriatic
11. Events in France after the Revolution 1789
12. Synthesis: Croatian war history from 16th century to the present day: the heroes and losers
13. The scenes of suffering in wars across Europe involving Croats
14. War as lived experience
15. Concluding observations on the course

## Literature



Miroslav Bertoša (2011). Doba nasilja, doba straha: vojnici-pljačkaši, seljaci - razbojnici i doseljenici-nasilnici u Istri XVII. i XVIII. stoljeća, Durieux, Zagreb

# War in European History – The Homeland War

79095



## Lecturer in Charge



Doc. dr. sc.  
Ante Nazor

ECTS Credits	5.0
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English Level	L1
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant

Doc. dr. sc. Ante Nazor

## Course Description

Course objectives are to provide an overview of the process of creation of modern Croatia, the multi-party elections in the first half of 1990 until the completion of the process of peaceful reintegration of the Croatian Danube region - 15 January 1998 - with emphasis on the important dates that marked the process.

## Course Type

- » Science Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Science Stream (History Profile) (elective courses, 3rd semester, 2nd year)
- » Teaching Stream (History Profile) (elective courses, 1st semester, 1st year)
- » Teaching Stream (History Profile) (elective courses, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Show the processes that have marked the 90s of 20th century,
2. Describe the process of creating contemporary Republic of Croatia,
3. Distinguish the specifics of individual events,
4. Name persons who have excelled this period,
5. Explain cause and effect relationships between events and processes;
6. Analyze individual events of the period.

## General Competencies

After finishing the programme student will be able to:

1. explain cause and effect relations of historical events and processes
2. construct a historical context
3. defend his/her own opinion in discussions on different historical events and processes
4. demonstrate the importance of interdisciplinary interpretations of historical events
5. reconstruct historiographic tools in making conclusions of historical processes and events
6. differentiate specificities of historical periods



## Grading

Activity of students will be monitored throughout the semester. Classes is required to attend. The exam is oral.

## Week by Week Schedule

1. Introduction; The publication of the draft of SASA Memorandum and start preparing media in order to implement the policies of Greater Serbia, and demolition of the Berlin Wall as a prelude to democratic change in own country with a one-party system.
2. Democratization of SR Croatia.
3. Multiparty, democratic elections and the new parliament constituting on 30 May 1990., The Constitution in 1990.
4. Unconstitutional and terrorist actions of the Serb in Croatia, July amendments to the Constitution of the RC and the adoption of a new Constitution on 22nd December 1990, and reactions to its content.
5. The escalation of the conflict in Croatia, threat of introducing a state of emergency and armed attacks by rebel Serbs (Pakrac, Plitvice lakes, Borovo Selo).
6. Decision on independence referendum (May 19, 1991.) And a decision on independence on the 25th June 1991, final termination of state-legal ties with Yugoslavia.
7. The assassination attempt on the Croatian leadership 7th October 1991 and the decisions of the Parliament of Croatia on 8th October 1991.
8. The internationalization of the conflict in Croatia, Turning the EC and the UN in resolving the crisis in the former Yugoslavia and the work of the Conference in The Hague, with special reference to the work of the Badinter Commission.
9. International recognition of the Republic of Croatia, diplomatic activities and international recognition of the State EC (January 15th 1992). Receiving into the United Nations (May 22, 1992.).
10. The period of neither war nor peace, Vance Plan and the arrival of UN forces, with special emphasis on the issue of Pink Zone.
11. UN Resolution on Croatia and so called Plan Z-4.
12. Peace initiatives Croatian leadership, diplomatic activities RC in order to peaceful reintegration of the occupied territories of Croatia, with special emphasis on negotiations with representatives of the RSK on the eve action Oluja.
13. Peaceful reintegration of the remaining occupied territories of Croatia.
14. Erdut greement and the peaceful reintegration of the Croatian Danube region.
15. The Dayton Agreement.

## Literature



Zdenko Radelić, Davor Marijan, Nikica Barić, Albert Bing, Dražen Živić (2006). Stvaranje hrvatske države i Domovinski rat, Školska knjiga, Hrvatski institut za povijest, Zagreb



Nikica Barić (2005). Srpska pobuna u Hrvatskoj 1990.-1995., Golden marketing, Zagreb

# Word Formation in the Croatian Language

61938



## Lecturer in Charge



Izv. prof. dr. sc.  
Sanja Vulić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15

Teaching assistant  
Izv. prof. dr. sc. Sanja Vulić

## Course Description

The aim of the course is to enable the acquisition of theoretical and analytical framework, in order to clearly realize the difference between word formation and other linguistic disciplines and parts of grammar.

## Course Type

» Teaching Stream (Croatian Studies Profile) (required course, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Differentiate between motivated and unmotivated words
2. Analysis and the ability of establishing word formation patterns.
3. Analysis and the ability of defining units in word formation.
4. Analysis and the ability of morphological description of the basic constituents.
5. Analysis and the ability of establishing word formation patterns.

## General Competencies

Independent word formation analysis of all types of motivated words in the Croatian language.

## Grading

It is assessed the participation and activity in classes, knowledge in revision tests, knowledge in exam.

## Week by Week Schedule

1. The relation between word formation and other linguistic disciplines and parts of grammar.
2. Linguistic terms relating to word formation
3. The relation between formative and lexical meaning of a word
4. Basic divisions in word formation in Croatian
5. Marginal word formation methods
6. Pure noun-forming suffixes

7. Pure noun-forming suffixes
8. Complex noun formation (methods)
9. Pure complex noun formation
10. Pure adjective-forming suffixes
11. Pure adjective-forming prefixes and adjective-forming prefixes and suffixes
12. Pure adjective-forming prefixes and adjective-forming prefixes and suffixes
13. Theoretical questions on verb formation
14. Verb formation methods
15. Formation of adverbs

## Literature



Babić, S. (2002). Tvorba riječi u hrvatskom književnom jeziku. Treće, poboljšano izdanje, Hrvatska akademija znanosti i umjetnosti - Nakladni zavod Globus



Ivan Branko Šamija (2011). Hrvatski rječotvornik, Društvo Lovrečana Zagreb

# Working with Groups

53842

## Lecturer in Charge



Doc. dr. sc.  
Eva Andela Delale

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

To develop general and specific competences related to mastering basic knowledge and skills of group work; planning, assessment and group treatment outcomes evaluation skills. To understand, assess and familiarize the processes and dynamics of group work and develop sensibility and personal capacities to direct group processes. To participate in different specific groups and develop group leading skills.

## Course Type

» Psychology (Study) (specific and professional skills, 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain and distinguish the nature of group work and group processes.
2. Arrange and apply theoretical and scientific knowledge in planning and application of group interventions.
3. Evaluate their own individual competence in conducting work with groups.
4. Assess the importance of specific communication skills, leadership styles and co-working for the successful conduct of group work.
5. Appraise the importance of reviving personal experiences and proper cognitive, emotional and physical processes in work with others.
6. Assemble ethical principles of group work and accept differences in planning, observation and participation in group activities.

## General Competencies

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of the members of different social groups and cultures as well as the specifics of their environmental and social context.

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Assess personal skills of verbal and written professional communication and create complex communication and interdisciplinary cooperation in various professional environments.

## Grading

Obligations during the course and facilitating groups work: up to 30 points.

Final practical work in planning group work: up to 30 points.

Written and oral exam: up to 30 points. Written exam is conducted in the middle and at the end of semester and oral exam at the final lecture (in the final week of the course), or both written and oral exams are conducted in regular exam terms.

Regularly class attendance: up to 10 points.

The final course grade is determined by the following points collection arrangement:

Excellent: 91-100 points

Very good: 81-90 points

Good: 75-80 points

Sufficient: 70-74 points

Non-sufficient: 69 points and less

## Week by Week Schedule

1. Introductory class
2. Determinants of group work; group characteristic and group processes
3. Types of groups and influence of psychotherapeutic approaches to the group work.
4. Planning and structuring of workshop
5. Planning and structuring group work. Needs assesment, identification and motivation of participants, environment preparations
6. Presentations of the group assignments. Ethical guidelines and standards of professional work with groups.
7. Group structure and group processes. Phases of group work and group roles
8. Role of leader in group work and co-leadership
9. Types of personalities and group roles. Assessment in treatment groups
10. Monitoring and evaluation of group work. Supervision in group work.
11. Guest-lecturer / experience with therapy groups
12. Demonstration and facilitation and leadership skills in leading specific groups.
13. Demonstration and facilitation and leadership skills in leading specific groups.
14. Demonstration and facilitation and leadership skills in leading specific groups.
15. Final lecture, reflections on practice experiences, closure

## Literature



Ajduković, M. (1997).  
Grupni pristup u  
psihosocijalnom radu.  
Načela i procesi. Zagreb:  
Društvo za psihološku  
pomoć.



Lučanin, D., Despot  
Lučanin, J. (2010).  
Komunikacija u upravljanju.  
U: Lučanin, D., Despot  
Lučanin, J. (ur.)  
Komunikacijske vještine u  
zdravstvu, 211-220.  
Jastrebarsko: Naklada Slap.

# Working with Students with Special Educational Needs

53821



## Lecturer in Charge



Doc. dr. sc.  
Adinda Dulčić

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	15
	15

## Course Description

The aim of the course is to familiarize the students with the most important aspects of working with children with special educational needs. The students will get to know the formal, normative framework which regulates the position of students with special educational needs in the Croatian educational system, developmental characteristics of disabilities according to the Diagnostic and Statistical Manual of Mental Disorders (terminology, definitions, etiology, phenomenology) and the organization of school and kindergarten work with special reference to the work of professional services.

## Course Type

- » Psychology (Study) (elective courses, 1st semester, 1st year)
- » Psychology (Study) (elective courses, 3rd semester, 2nd year)
- » Psychology (Study) (elective (teaching module), 1st semester, 1st year)
- » Psychology (Study) (elective (teaching module), 3rd semester, 2nd year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Properly explain the basic concepts of the subject teaching methodology,
2. Apply and adopt terminology that refers to children with special educational needs,
3. Identify hearing and speech-language disorders,
4. Evaluate contemporary insights and achievements in working with pupils with special educational needs in accordance with the European and global achievements,
5. Adapt educational goals to the capabilities of hearing impaired children and children with speech-language disorders,
6. Point out the necessity of sensitizing the educational and wider community to the processes of inclusion.

## General Competencies

Students will be able to:

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Assess personal skills of verbal and written professional communication and create complex communication and interdisciplinary cooperation in various professional environments.

Support collaboration in interdisciplinary team work and establish constructive professional relationships with experts from associated disciplines.

Develop accountability, autonomy and initiative in one's work.

## Grading

Final exam

## Week by Week Schedule

1. Introduction to the field of rehabilitation and education of children with special needs / history of educational integration
2. Overview of diagnostic and therapeutic procedures in rehabilitation and education of children with special needs
3. Children with cognitive disabilities
4. Specificities of rehabilitation of children with sensory impairments
5. Specificities of rehabilitation of children with speech-language impairments
6. Children with difficulties in communication
7. Specific learning difficulties
8. Psychodiagnostic assessment of children with developmental disabilities
9. Emotional, social and behavioral problems of children with developmental disabilities
10. Working with parents of children with developmental disabilities
11. The attitudes of parents and primary school teachers toward integrated pupils with disabilities
12. The role of compensatory activities in working with children with disabilities
13. The value of playing in the education of children with disabilities
14. Course overview and analysis
15. Final knowledge assessment



## Literature



Adinda Dulčić, Katarina Pavičić Dokoza, Koralka Bakota, Lidija Čilić Burušić (2012) Verbotalni pristup djeci s teškoćama sluha, slušanja i govora, Zagreb, Artrezor.



Dulčić, A., Bakota. K. (2008) Stavovi učitelja povijesti redovnih osnovnih škola prema integriranim učenicima oštećena sluha i učenicima s poremećajima govorno - jezične komunikacije te specifičnim teškoćama u učenju, Hrvatska revija za rehabilitacijska istraživanja, Vol. 44, br. 2, str. 33-53.



Dulčić A., Kondić Lj. (2002) Djeca oštećena sluha - Zagreb, Alineja



Pravilnik o osnovnoškolskom odgoju i obrazovanju učenika s teškoćama u razvoju ( NN 23/91)



Vizek-Vidović, V., Rijavec, Vlahović-Štetić, V., Miljković, D., M. (2003) Psihologija obrazovanja, Zagreb, str. 106-125.

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## Lecturers in Charge



Izv. prof. dr. sc.  
Danijel Labaš



V. pred. dr. sc.  
Lucia Miškulin  
Saletović

## ECTS Credits

English Level L2

E-learning Level L1

Study Hours  
15  
15

## Course Description

The aim of the course is to familiarize students with the main characteristics of print media advertisements on various levels, including the verbal level, content, images and typography. In addition, the aim is to make students aware of culturally determined differences in print media advertisements.

## Course Type

» Communication Sciences (Study) (elective courses, 2nd semester, 1st year)

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the concept of multimodality, as well as the appellative and informative functions on the example of advertisements
2. Identify key constituent parts of advertisements
3. Interpret verbal elements of advertisements
4. Illustrate with examples argumentation strategies in advertisements
5. Apply functional and semiotic divisions of images in analysing advertisements
6. Explain various types of relations between images and verbal elements of commercials
7. Classify various types and functions of typography in advertisements
8. Illustrate and describe cultural differences in advertisements on the verbal level, on the level of images and on the level of typography

## General Competencies

- to describe and critically analyse various levels of print media advertisements (language, content, images, typography) from the semiotic and textlinguistic perspective - to become aware of the influence of culture on communication on the example of advertisements from the German, American, Italian and Croatian print media

## Grading

regular attendance and active participation 20% presentations 25% written exam  
25% oral exam 30%

## Week by Week Schedule

1. Market, communication and advertising
2. Advertisements as a text type: appellative and informative function of advertisements
3. Multimodality of advertisements
4. Constituent parts of advertisements
5. Verbal level of advertisements: vocabulary, idioms and syntax
6. Verbal level of advertisements: rhetoric figures, intertextuality
7. Argumentation strategies in advertisements
8. Brand and product names
9. Images in advertisements: functional perspective
10. Images in advertisements: semiotic perspective
11. Relations between images and text in advertisements
12. Types and functions of typography in advertisements
13. Contrastive approach to advertisements
14. Student presentations
15. Discussion and revision

## Literature



Janich, Nina:  
Werbesprache, Narr  
Francke Attempto Verlag,  
Tübingen, 2010.



Janich, Nina: Handbuch  
Werbekommunikation,  
Sprachwissenschaftliche und  
interdisziplinäre Zugänge,  
Narr Francke Attempto  
Verlag + Co. KG, Tübingen,  
2012.



Stöckl, Hartmut:  
Werbetypographie  
Formen und Funktionen,  
in: Held, Gudrun und  
Bendel, Sylvia (urHg.):  
Werbung - grenzenlos.  
Multimodale Werbetexte  
im interkulturellen  
Vergleich, Peter Lang  
Verlag, Frankfurt am Main,  
2008.