



University of Zagreb
Centre for Croatian Studies

Borongajska cesta 83d, HR-10000 Zagreb, Croatia

ECTS Information Package
Graduate Study

for Academic Year
2015/2016

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Graduate Study
for Academic Year
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PUBLISHED BY

University of Zagreb
Centre for Croatian Studies
Borongajska cesta 83d, HR-10000 Zagreb
www.hrstud.unizg.hr

FOR THE PUBLISHER

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DESIGN AND PREPRESS

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ISSN: 2459-5535

UDK: 378.4

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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.
PHI-T	4.0	Didactics (96487) Pranjić, M.; Ninčević, M.	LI	45 (30+0+15)	I
PHI-T	3.0	Legal Bases and Pedagogical Documentation (53900) Pranjić, M.	LI	30 (30+0+0)	I
PHI	4.0	Metaphysics 2 (53880) Grgić, F.	LI	30 (0+0+30)	I
PHI-T	3.0	Methods of Teaching Philosophy (53908) Janović, T.	LI	30 (30+0+0)	I
PHI	5.0	Philosophy of Science I (53883) Bracanović, T.	LI	30 (30+0+0)	I
PHI	5.0	Political and Legal Philosophy (53882) Jolić, T.	LI	30 (30+0+0)	I
	ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
PHI-T	4.0	Moral Enhancement (Ethics) (117139) Bracanović, T.	LI	30 (0+0+30)	I, 3
PHI-T	5.0	On Space, God and Free Will: The Leibniz-Clarke Correspondence (144645) Gregorić, P.	L2	0 (15+0+15)	I, 3
PHI-T	5.0	Philosophy of Communication (64817) Janović, T.	L2	30 (15+0+15)	I, 3
	ECTS	DIPL-NS-smjer (4407):	Eng. Lev.	Study Hours	Sem.
PHI-T	3.0	Media Pedagogy (57234) Labaš, D.	L2	30 (30+0+0)	I
PHI-T	3.0	School Pedagogy (57253) Pranjić, M.	LI	30 (30+0+0)	I
2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PHI-T	3.0	Developmental Psychology (144712) Delale, E.	Lo	30 (30+0+15)	2
PHI	4.0	Epistemology 2: Obligatory Seminar (53887) Talanga, J.	LI	30 (0+0+30)	2
PHI	4.0	Ethics 2: Obligatory Seminar (53888) Bracanović, T.; Mađarević, L.	LI	30 (0+0+30)	2
PHI-T	4.0	Pedagogy (144706) Ninčević, M.; Pranjić, M.	Lo	0 (30+0+15)	2
	ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
PHI-T	6.0	Logic 3 (53885) Kovač, S.	LI	0 (30+0+15)	2
PHI-T	5.0	Modern Physics and Philosophy [Philosophy of Science] (130129) Vukelja, T.	LI	0 (30+0+15)	2
PHI-T	4.0	Philosophy of Biology [Philosophy of Science] (85410) Bracanović, T.	Lo	0 (15+0+15)	2

	ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
PHI-T	4.0	Pre-Socratic Philosophers [History of Philosophy] (95330) Gregorić, P.	LI	0 (15+0+15)	2
PHI-T		(144653) Janović, T.	Lo	0 (15+0+15)	2
	ECTS	DIPL-NS-smjer (4408): Required elective group_2nd semester	Eng. Lev.	Study Hours	Sem.
PHI-T	3.0	Domestic Violence (57272) Cajner Mraović, I.	Lo	30 (30+0+0)	2
PHI-T	3.0	Educational Psychology (125926) Ninčević, M.	Lo	30 (30+0+0)	2
PHI-T	3.0	Education in the Age of Antiquity (118717) Pranjić, M.	LI	30 (15+0+15)	2
PHI-T		(118712) Pranjić, M.	LI	30 (30+0+0)	2
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PHI	5.0	Philosophy of Mind and Cognitive Science (53893) Janović, T.	LI	30 (30+0+0)	3
PHI-T	5.0	Practical Exercises in the Methodology of Teaching [Croatology] (144734)	LI	30 (0+30+15)	3
	ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
PHI-T	4.0	Moral Enhancement (Ethics) (117139) Bracanović, T.	LI	30 (0+0+30)	1, 3
PHI-T	5.0	On Space, God and Free Will: The Leibniz-Clarke Correspondence (144645) Gregorić, P.	L2	0 (15+0+15)	1, 3
PHI-T	5.0	Philosophy of Communication (64817) Janović, T.	L2	30 (15+0+15)	1, 3
	ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
PHI-T	3.0	Ancient Greek Education (66479) Pranjić, M.	LI	30 (15+0+15)	3
PHI-T	3.0	Media in Education (61961) Labaš, D.	Lo	30 (15+0+15)	3
PHI-T	3.0	Motivation in Teaching Process (144753) Ninčević, M.	Lo	0 (15+0+15)	3
PHI-T	3.0	Teaching Competencies in Modern Curriculum (144752) Ninčević, M.	LI	30 (15+0+15)	3
4th semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PHI-T	5.0	Correlation Practicum in the Methodology of Teaching (144745) Pranjić, M.; Martinić-Jerčić, Z.	LI	30 (0+30+15)	4
PHI	20.0	Diploma Thesis (53899)	Lo	0 (0+0+0)	4
	ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
PHI-T	3.0	Croatian Educational Thought in the Renaissance (61962) Šišak, M.	Lo	0 (15+0+15)	4
PHI-T	3.0	Croatian Educators - the Enlightenment (61956) Korade, M.	LI	30 (15+0+15)	4

ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
PHI- T 3.0	Educational Integration of Children with Special Needs (153303) Dulčić, A.	Lo	0 (30+15+0)	4
PHI- T 3.0	Philosophy of Education (61957) Talanga, J.	LI	0 (15+0+15)	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.	
PHI 4.0	Metaphysics 2 (53880) Grgić, F.	L1	30 (0+0+30)	1	
PHI 5.0	Philosophy of Science I (53883) Bracanović, T.	L1	30 (30+0+0)	1	
PHI 5.0	Political and Legal Philosophy (53882) Jolić, T.	L1	30 (30+0+0)	1	
ECTS	FIL-dipl (4389): Non profession-specific and/or profession-specific elective cou	Eng. Lev.	Study Hours	Sem.	
PHI-S 4.0	Didactics (96487) Pranjić, M.; Ninčević, M.	L1	45 (30+0+15)	1, 3	
PHI-S 3.0	Legal Bases and Pedagogical Documentation (53900) Pranjić, M.	L1	30 (30+0+0)	1, 3	
PHI-S 3.0	Media in Education (61961) Labaš, D.	L0	30 (15+0+15)	1, 3	
PHI-S 3.0	Media Pedagogy (57234) Labaš, D.	L2	30 (30+0+0)	1, 3	
PHI-S 3.0	Methods of Teaching Philosophy (53908) Janović, T.	L1	30 (30+0+0)	1, 3	
PHI-S 4.0	Moral Enhancement (Ethics) (117139) Bracanović, T.	L1	30 (0+0+30)	1, 3	
PHI-S 5.0	On Space, God and Free Will: The Leibniz-Clarke Correspondence (144645) Gregorić, P.	L2	0 (15+0+15)	1, 3	
PHI-S 5.0	Philosophy of Communication (64817) Janović, T.	L2	30 (15+0+15)	1, 3	
PHI-S 3.0	School Pedagogy (57253) Pranjić, M.	L1	30 (30+0+0)	1, 3	
PHI-S 3.0	Teaching Competencies in Modern Curriculum (144752) Ninčević, M.	L1	30 (15+0+15)	1, 3	
ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.	
PHI-S 4.0	Moral Enhancement (Ethics) (117139) Bracanović, T.	L1	30 (0+0+30)	1, 3	
PHI-S 5.0	On Space, God and Free Will: The Leibniz-Clarke Correspondence (144645) Gregorić, P.	L2	0 (15+0+15)	1, 3	
PHI-S 5.0	Philosophy of Communication (64817) Janović, T.	L2	30 (15+0+15)	1, 3	
2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
PHI 4.0	Epistemology 2: Obligatory Seminar (53887) Talanga, J.	L1	30 (0+0+30)	2	
PHI 4.0	Ethics 2: Obligatory Seminar (53888) Bracanović, T.; Mađarević, L.	L1	30 (0+0+30)	2	

	ECTS	FIL-dipl (4389): Non profession-specific and/or profession-specific elective cou	Eng. Lev.	Study Hours	Sem.
PHI-S	3.0	Croatian Educators - the Enlightenment (61956) Korade, M.	LI	30 (15+0+15)	2
PHI-S	3.0	Developmental Psychology (144712) Delale, E.	Lo	30 (30+0+15)	2
PHI-S	3.0	Domestic Violence (57272) Cajner Mraović, I.	Lo	30 (30+0+0)	2
PHI-S	3.0	Education in the Age of Antiquity (118717) Pranjić, M.	LI	30 (15+0+15)	2
PHI-S	6.0	Logic 3 (53885) Kovač, S.	LI	0 (30+0+15)	2, 4
PHI-S	5.0	Modern Physics and Philosophy [Philosophy of Science] (130129) Vukelja, T.	LI	0 (30+0+15)	2, 4
PHI-S	4.0	Pedagogy (144706) Ninčević, M.; Pranjić, M.	Lo	0 (30+0+15)	2
PHI-S	4.0	Philosophy of Biology [Philosophy of Science] (85410) Bracanović, T.	Lo	0 (15+0+15)	2, 4
PHI-S	4.0	Pre-Socratic Philosophers [History of Philosophy] (95330) Gregorić, P.	LI	0 (15+0+15)	2, 4
PHI-S		(144653) Janović, T.	Lo	0 (15+0+15)	2, 4
	ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
PHI-S	6.0	Logic 3 (53885) Kovač, S.	LI	0 (30+0+15)	2, 4
PHI-S	5.0	Modern Physics and Philosophy [Philosophy of Science] (130129) Vukelja, T.	LI	0 (30+0+15)	2, 4
PHI-S	4.0	Philosophy of Biology [Philosophy of Science] (85410) Bracanović, T.	Lo	0 (15+0+15)	2, 4
PHI-S	4.0	Pre-Socratic Philosophers [History of Philosophy] (95330) Gregorić, P.	LI	0 (15+0+15)	2, 4
PHI-S		(144653) Janović, T.	Lo	0 (15+0+15)	2, 4
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PHI	5.0	Philosophy of Mind and Cognitive Science (53893) Janović, T.	LI	30 (30+0+0)	3
PHI-S	1.0	Scientific Research Methodology (53897) Bracanović, T.	LI	30 (15+0+15)	3
	ECTS	FIL-dipl (4389): Non profession-specific and/or profession-specific elective cou	Eng. Lev.	Study Hours	Sem.
PHI-S	4.0	Didactics (96487) Pranjić, M.; Ninčević, M.	LI	45 (30+0+15)	1, 3
PHI-S	3.0	Legal Bases and Pedagogical Documentation (53900) Pranjić, M.	LI	30 (30+0+0)	1, 3
PHI-S	3.0	Media in Education (61961) Labaš, D.	Lo	30 (15+0+15)	1, 3
PHI-S	3.0	Media Pedagogy (57234) Labaš, D.	L2	30 (30+0+0)	1, 3
PHI-S	3.0	Methods of Teaching Philosophy (53908) Janović, T.	LI	30 (30+0+0)	1, 3
PHI-S	4.0	Moral Enhancement (Ethics) (117139) Bracanović, T.	LI	30 (0+0+30)	1, 3

	ECTS	FIL-dipl (4389): Non profession-specific and/or profession-specific elective cou	Eng. Lev.	Study Hours	Sem.
PHI-S	5.0	On Space, God and Free Will: The Leibniz-Clarke Correspondence (144645) Gregorić, P.	L2	0 (15+0+15)	1, 3
PHI-S	5.0	Philosophy of Communication (64817) Janović, T.	L2	30 (15+0+15)	1, 3
PHI-S	3.0	School Pedagogy (57253) Pranjić, M.	L1	30 (30+0+0)	1, 3
PHI-S	3.0	Teaching Competencies in Modern Curriculum (144752) Ninčević, M.	L1	30 (15+0+15)	1, 3
	ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
PHI-S	4.0	Moral Enhancement (Ethics) (117139) Bracanović, T.	L1	30 (0+0+30)	1, 3
PHI-S	5.0	On Space, God and Free Will: The Leibniz-Clarke Correspondence (144645) Gregorić, P.	L2	0 (15+0+15)	1, 3
PHI-S	5.0	Philosophy of Communication (64817) Janović, T.	L2	30 (15+0+15)	1, 3
4th semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PHI	20.0	Diploma Thesis (53899)	Lo	0 (0+0+0)	4
	ECTS	FIL-dipl (4402): Elective courses	Eng. Lev.	Study Hours	Sem.
PHI-S	6.0	Logic 3 (53885) Kovač, S.	L1	0 (30+0+15)	2, 4
PHI-S	5.0	Modern Physics and Philosophy [Philosophy of Science] (130129) Vukelja, T.	L1	0 (30+0+15)	2, 4
PHI-S	4.0	Philosophy of Biology [Philosophy of Science] (85410) Bracanović, T.	Lo	0 (15+0+15)	2, 4
PHI-S	4.0	Pre-Socratic Philosophers [History of Philosophy] (95330) Gregorić, P.	L1	0 (15+0+15)	2, 4
PHI-S		(144653) Janović, T.	Lo	0 (15+0+15)	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.	
COM 5.0	Mass Communication Research Methodology (57208) Burić, I.	Lo	30 (15+0+15)	1	
ECTS	KOM-dipl (4397): Elective courses	Eng. Lev.	Study Hours	Sem.	
COM 5.0	Culture, Identity and Globalization (57218) Šišak, M.	L2	30 (15+0+15)	1, 3	
COM 5.0	History of Croatian Cinema (61935) Šakić, T.	L1	30 (30+0+0)	1, 3	
COM 5.0	Introduction to Sociolinguistics (133474) Labaš, D.; Miškulin Saletović, L.	L2	30 (20+0+10)	1, 3	
COM 5.0	Linguistic Diversity and Language Policies in Croatia and the EU (144892) Jurišić, J.	Lo	0 (15+0+15)	1, 3	
COM 5.0	Media and Bioethics (64815) Labaš, D.	L2	30 (15+0+15)	1, 3	
COM 3.0	Media Pedagogy (57234) Labaš, D.	L2	30 (30+0+0)	1, 3	
COM 5.0	New Media and Digital Marketing (130706) Jurišić, J.	L2	30 (15+0+15)	1, 3	
COM 5.0	Philosophy of Communication (64817) Janović, T.	L2	30 (15+0+15)	1, 3	
COM 4.0	Public Promotion of Science (57236) Jurišić, J.	L2	30 (15+0+15)	1, 3	
COM	(125909) Labaš, D.	L2	30 (15+0+15)	1, 3	
ECTS	KOM-dipl (5041): MEDIA	Eng. Lev.	Study Hours	Sem.	
COM 5.0	Mass Communication: Political Aspects (57211) Jurišić, J.	L2	30 (15+0+15)	1, 3	
COM 5.0	Production process in the Media (64751) Zgrabljic Rotar, N.	Lo	30 (0+30+0)	1, 3	
COM 5.0	Psychology of Mass Media and Mass Communication (64750) Mangold, R.; Jurišić, J.	Lo	30 (15+0+15)	1, 3	
COM 5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+0+15)	1, 3	
ECTS	KOM-dipl (5042): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.	
COM 5.0	Legal and Ethical Public Relations Standards (64756) Milas, Z.	L2	30 (15+0+15)	1, 3	
COM 5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+0+15)	1, 3	
COM 5.0	Psychology of Mass Media and Mass Communication (64750) Mangold, R.; Jurišić, J.	Lo	30 (15+0+15)	1, 3	
COM 5.0	Public Relations Practicum (64753) Jurišić, J.	L2	30 (0+30+0)	1, 3	

	ECTS	KOM-dipl (5043): MASS COMMUNICATION RESEARCH	Eng. Lev.	Study Hours	Sem.
COM	5.0	Mass Communication: Sociological Aspects (64752) Labaš, D.	L2	30 (15+0+15)	1, 3
COM	5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+0+15)	1, 3
COM	5.0	Psychology of Mass Media and Mass Communication (64750) Mangold, R.; Jurišić, J.	Lo	30 (15+0+15)	1, 3
COM	5.0	Quantitative Research Methods in Communication Sciences (118527) Burić, I.	L2	30 (15+0+15)	1, 3
COM	5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+0+15)	1, 3
2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
COM	5.0	Media Effectiveness (57210) Zgrabljic Rotar, N.	L2	30 (15+0+15)	2
COM	5.0	Media Management (57209) Zgrabljic Rotar, N.	L2	30 (15+0+15)	2
	ECTS	KOM-dipl (3988): Mass Communication Research: Specialist working group 4.	Eng. Lev.	Study Hours	Sem.
COM		(144890) Burić, I.	L2	30 (0+30+15)	2
	ECTS	KOM-dipl (4392): Specialist working group 1. [2nd semester]	Eng. Lev.	Study Hours	Sem.
COM	5.0	Social media (118530) Jurišić, J.	Lo	30 (0+0+30)	2
COM	5.0	The Media: A Critical Approach (96364) Janović, T.	L2	30 (0+0+30)	2
	ECTS	KOM-dipl (4393): MEDIA: Specialist working group 2.	Eng. Lev.	Study Hours	Sem.
COM	4.0	TV Journalism (57245) Zgrabljic Rotar, N.	L2	30 (0+30+0)	2
	ECTS	KOM-dipl (4396): PUBLIC RELATIONS: Specialist working group 3.	Eng. Lev.	Study Hours	Sem.
COM	4.0	Image, Reputation Management and Lobbying (57248) Zgrabljic Rotar, N.	LI	30 (0+30+0)	2
	ECTS	KOM-dipl (4397): Elective courses	Eng. Lev.	Study Hours	Sem.
COM	5.0	An Introduction to Global Communication (141160) Labaš, D.	L2	30 (15+0+15)	2
COM	5.0	Croatian Press in the Diaspora (57237) Vulić Vranković, S.	LI	30 (15+0+15)	2
COM	5.0	Geopolitics and Global Security (64842) Jurišić, J.	L2	30 (15+0+15)	2
COM	5.0	Media and National Security (57242) Perešin, A.	Lo	30 (15+0+15)	2
COM	5.0	The Media and Children (86357) Labaš, D.	L2	30 (15+0+15)	2
	ECTS	KOM-dipl (5041): MEDIA	Eng. Lev.	Study Hours	Sem.
COM	4.0	Journalism as a Profession: Practicum (57212) Zgrabljic Rotar, N.	L2	60 (0+60+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+0+15)	2
ECTS	KOM-dipl (5042): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.
4.0	Risk Management and Crisis Communication (57217) Labaš, D.	L2	30 (0+15+15)	2
5.0	Strategic Thinking (57250)	L2	30 (0+30+0)	2
ECTS	KOM-dipl (5043): MASS COMMUNICATION RESEARCH	Eng. Lev.	Study Hours	Sem.
5.0	Qualitative Research Methods in Communication Sciences (118528) Burić, I.	L2	30 (15+0+15)	2
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Mass Communication: Cultural Aspects (63567) Zgrabljic Rotar, N.	L2	30 (15+0+15)	3
5.0	Research Project (63570) Burić, I.; Labaš, D.; Šimičević, V.; Šišak, M.; Vulić Vranković, S.	L2	30 (15+0+15)	3
ECTS	KOM-dipl (4397): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	Culture, Identity and Globalization (57218) Šišak, M.	L2	30 (15+0+15)	1, 3
5.0	History of Croatian Cinema (61935) Šakić, T.	L1	30 (30+0+0)	1, 3
5.0	Introduction to Sociolinguistics (133474) Labaš, D.; Miškulin Saletović, L.	L2	30 (20+0+10)	1, 3
5.0	Linguistic Diversity and Language Policies in Croatia and the EU (144892) Jurišić, J.	L0	0 (15+0+15)	1, 3
5.0	Media and Bioethics (64815) Labaš, D.	L2	30 (15+0+15)	1, 3
3.0	Media Pedagogy (57234) Labaš, D.	L2	30 (30+0+0)	1, 3
5.0	New Media and Digital Marketing (130706) Jurišić, J.	L2	30 (15+0+15)	1, 3
5.0	Philosophy of Communication (64817) Janović, T.	L2	30 (15+0+15)	1, 3
4.0	Public Promotion of Science (57236) Jurišić, J.	L2	30 (15+0+15)	1, 3
	(125909) Labaš, D.	L2	30 (15+0+15)	1, 3
ECTS	KOM-dipl (5041): MEDIA	Eng. Lev.	Study Hours	Sem.
5.0	Mass Communication: Political Aspects (57211) Jurišić, J.	L2	30 (15+0+15)	1, 3
5.0	Production process in the Media (64751) Zgrabljic Rotar, N.	L0	30 (0+30+0)	1, 3
5.0	Psychology of Mass Media and Mass Communication (64750) Mangold, R.; Jurišić, J.	L0	30 (15+0+15)	1, 3
5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+0+15)	1, 3

ECTS	KOM-dipl (5042): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.
COM 5.0	Legal and Ethical Public Relations Standards (64756) Milas, Z.	L2	30 (15+0+15)	1, 3
COM 5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+0+15)	1, 3
COM 5.0	Psychology of Mass Media and Mass Communication (64750) Mangold, R.; Jurišić, J.	Lo	30 (15+0+15)	1, 3
COM 5.0	Public Relations Practicum (64753) Jurišić, J.	L2	30 (0+30+0)	1, 3
ECTS	KOM-dipl (5043): MASS COMMUNICATION RESEARCH	Eng. Lev.	Study Hours	Sem.
COM 5.0	Mass Communication: Sociological Aspects (64752) Labaš, D.	L2	30 (15+0+15)	1, 3
COM 5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+0+15)	1, 3
COM 5.0	Psychology of Mass Media and Mass Communication (64750) Mangold, R.; Jurišić, J.	Lo	30 (15+0+15)	1, 3
COM 5.0	Quantitative Research Methods in Communication Sciences (118527) Burić, I.	L2	30 (15+0+15)	1, 3
COM 5.0	Risks of Mass Communication (64749) Zgrabljic Rotar, N.	L2	30 (15+0+15)	1, 3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
COM 30.0	Graduate work (64886)	Lo	0 (0+0+0)	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) Pranjić, M.; Ninčević, M.	LI	45 (30+0+15)	I
3.0	Legal Bases and Pedagogical Documentation (53900) Pranjić, M.	LI	30 (30+0+0)	I
5.0	Lexicology and Lexicography of the Croatian Language (147174) Tafra, B.	LI	30 (30+0+15)	I
3.0	Methods of Teaching Croatian (57254) Grčević, M.	LI	30 (30+0+0)	I
5.0	Overview of the History of World Literature (57148) Piskač, D.	LI	60 (30+15+15)	I
ECTS	DIPL-NS-smjer (4407):	Eng. Lev.	Study Hours	Sem.
3.0	Media Pedagogy (57234) Labaš, D.	L2	30 (30+0+0)	I
3.0	School Pedagogy (57253) Pranjić, M.	LI	30 (30+0+0)	I
ECTS	KRO-dipl (4423): Elective courses I, 1st semester (teaching stream)	Eng. Lev.	Study Hours	Sem.
5.0	History of Croatian Cinema (61935) Šakić, T.	LI	30 (30+0+0)	I
4.0	Theory of Language (57150) Tafra, B.	LI	30 (30+0+0)	I
ECTS	KRO-dipl (13096): Elective courses I (teaching stream)	Eng. Lev.	Study Hours	Sem.
5.0	Chakavian Literary and Linguistic Heritage (57143) Vulić Vranković, S.	LI	30 (15+0+15)	I, 3
4.0	Ivana Brlić-Mažuranić (130433) Zima, D.	Lo	0 (15+0+15)	I, 3
4.0	The Interpretation of Literary Text (57155) Piskač, D.	LI	30 (15+0+15)	I, 3
	(118517) Grčević, M.	LI	30 (15+0+15)	I, 3
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Developmental Psychology (144712) Delale, E.	Lo	30 (30+0+15)	2
5.0	Overview of the History of Croatian Literature (57149) Piskač, D.	LI	60 (30+15+15)	2
4.0	Pedagogy (144706) Ninčević, M.; Pranjić, M.	Lo	0 (30+0+15)	2
ECTS	DIPL-NS-smjer (4408): Required elective group_2nd semester	Eng. Lev.	Study Hours	Sem.
3.0	Domestic Violence (57272) Cajner Mraović, I.	Lo	30 (30+0+0)	2

	ECTS	DIPL-NS-smjer (4408): Required elective group_2nd semester	Eng. Lev.	Study Hours	Sem.
CRO-T	3.0	Educational Psychology (125926) Ninčević, M.	Lo	3 ⁰ (30+0+0)	2
CRO-T	3.0	Education in the Age of Antiquity (118717) Pranjić, M.	LI	3 ⁰ (15+0+15)	2
CRO-T		(118712) Pranjić, M.	LI	3 ⁰ (30+0+0)	2
	ECTS	KRO-dipl (4424): Elective courses I, 2nd semester (science stream)	Eng. Lev.	Study Hours	Sem.
CRO-T	5.0	Croatian Standard Language (147177) Tafra, B.	LI	3 ⁰ (30+0+15)	2
CRO-T	5.0	Theory of Literature (57152) Piskač, D.	LI	3 ⁰ (30+0+0)	2
	ECTS	KRO-dipl (13096): Elective courses I (teaching stream)	Eng. Lev.	Study Hours	Sem.
CRO-T	5.0	Croatian Press in the Diaspora (57237) Vulić Vranković, S.	LI	3 ⁰ (15+0+15)	2
CRO-T	5.0	Kajkavian Literary Heritage (57146) Jembrih, A.	LI	3 ⁰ (15+0+15)	2
CRO-T	4.0	Miroslav Krleža (37885) Zima, D.	LI	3 ⁰ (15+0+15)	2
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO-T	5.0	Practical Exercises in the Methodology of Teaching [Croatology] (144735) Pranjić, M.	LI	3 ⁰ (0+30+15)	3
CRO-T	5.0	Word Formation in the Croatian Language (61938) Vulić Vranković, S.	LI	3 ⁰ (15+0+15)	3
CRO-T		(144620) Zima, D.	LI	3 ⁰ (15+0+15)	3
	ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
CRO-T	3.0	Ancient Greek Education (66479) Pranjić, M.	LI	3 ⁰ (15+0+15)	3
CRO-T	3.0	Media in Education (61961) Labaš, D.	Lo	3 ⁰ (15+0+15)	3
CRO-T	3.0	Motivation in Teaching Process (144753) Ninčević, M.	Lo	0 (15+0+15)	3
CRO-T	3.0	Teaching Competencies in Modern Curriculum (144752) Ninčević, M.	LI	3 ⁰ (15+0+15)	3
	ECTS	KRO-dipl (13096): Elective courses I (teaching stream)	Eng. Lev.	Study Hours	Sem.
CRO-T	5.0	Chakavian Literary and Linguistic Heritage (57143) Vulić Vranković, S.	LI	3 ⁰ (15+0+15)	1, 3
CRO-T	4.0	Ivana Brlić-Mažuranić (130433) Zima, D.	Lo	0 (15+0+15)	1, 3
CRO-T	4.0	The Interpretation of Literary Text (57155) Piskač, D.	LI	3 ⁰ (15+0+15)	1, 3
CRO-T		(118517) Grčević, M.	LI	3 ⁰ (15+0+15)	1, 3

4th semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
5.0	Correlation Practicum in the Methodology of Teaching (144745) Pranjić, M.; Martinić-Jerčić, Z.	LI	30 (0+30+15)	4	CRO-T
20.0	Graduate work (64813)	Lo	0 (0+0+0)	4	CRO
ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.	
3.0	Croatian Educational Thought in the Renaissance (61962) Šišak, M.	Lo	0 (15+0+15)	4	CRO-T
3.0	Croatian Educators - the Enlightenment (61956) Korade, M.	LI	30 (15+0+15)	4	CRO-T
3.0	Educational Integration of Children with Special Needs (153303) Dulčić, A.	Lo	0 (30+15+0)	4	CRO-T
3.0	Philosophy of Education (61957) Talanga, J.	LI	0 (15+0+15)	4	CRO-T

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+0+15)	I	
5.0	Lexicology and Lexicography of the Croatian Language (147174) Tafra, B.	LI	30 (30+0+15)	I	
5.0	Literature and Culture of Croats in the Diaspora (126030) Vulić Vranković, S.	LI	30 (30+0+0)	I	
5.0	Literature and Culture of the Croats in the Diaspora (57134) Jembrih, A.	LI	30 (15+0+15)	I	
ECTS	KRO-dipl (4425): Elective courses 2	Eng. Lev.	Study Hours	Sem.	
5.0	Chakavian Literary and Linguistic Heritage (57143) Vulić Vranković, S.	LI	30 (15+0+15)	I, 3	
5.0	Development of the Croatian language (61936) Holzer, G.	LI	30 (30+0+0)	I, 3	
5.0	Regional and Universal in Croatian Art (57144) Vukičević-Samaržija, D.	LI	30 (15+0+15)	I, 3	
	(118517) Grčević, M.	LI	30 (15+0+15)	I, 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 1, 2nd semester (science stream)	Eng. Lev.	Study Hours	Sem.	
5.0	Croatia Protected Natural and Cultural Heritage (57139) Šimunić Buršić, M.	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+0+15)	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	Contemporary Croatian Literature in the Old Diaspora (57145) Vulić Vranković, S.	LI	30 (15+0+15)	2, 4	
5.0	Croatian Press in the Diaspora (57237) Vulić Vranković, S.	LI	30 (15+0+15)	2, 4	
5.0	Dubrovnik Republic in the Context of Croatian Cultural History (57147) Stojan, S.	LI	30 (30+0+0)	2, 4	
5.0	Kajkavian Literary Heritage (57146) Jembrih, A.	LI	30 (15+0+15)	2, 4	

	ECTS	KRO-dipl (4425): Elective courses 2	Eng. Lev.	Study Hours	Sem.
CRO-S	4.0	Miroslav Krleža (37885) Zima, D.	LI	3 ⁰ (15+0+15)	2, 4
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO-S	5.0	History of Croatian Cinema (61935) Šakić, T.	LI	3 ⁰ (30+0+0)	3
CRO-S	5.0	Introduction to Scientific Research (61243) Tafra, B.	Lo	3 ⁰ (30+0+0)	3
	ECTS	KRO-dipl (4425): Elective courses 2	Eng. Lev.	Study Hours	Sem.
CRO-S	5.0	Chakavian Literary and Linguistic Heritage (57143) Vulić Vranković, S.	LI	3 ⁰ (15+0+15)	1, 3
CRO-S	5.0	Development of the Croatian language (61936) Holzer, G.	LI	3 ⁰ (30+0+0)	1, 3
CRO-S	5.0	Regional and Universal in Croatian Art (57144) Vukičević-Samaržija, D.	LI	3 ⁰ (15+0+15)	1, 3
CRO-S		(118517) Grčević, M.	LI	3 ⁰ (15+0+15)	1, 3
	ECTS	KRO-dipl(5388) -:Elective courses (1.)-2nd semester (science stream)	Eng. Lev.	Study Hours	Sem.
CRO-S	5.0	Croatian Culture in within Mediterranean and Western Culture (57142) Prosperov Novak, S.	LI	3 ⁰ (30+0+0)	3
CRO-S	5.0	Multiculturalism, Multilingualism and Cultural Heritage (57141) Gvozdanović, J.	Lo	3 ⁰ (30+0+0)	3
CRO-S	5.0	Religious Elements of Croatian Culture (57140) Korade, M.	LI	3 ⁰ (30+0+0)	3
4th semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO	20.0	Graduate work (64813)	Lo	0 (0+0+0)	4
	ECTS	KRO-dipl (4425): Elective courses 2	Eng. Lev.	Study Hours	Sem.
CRO-S	5.0	Contemporary Croatian Literature in the Old Diaspora (57145) Vulić Vranković, S.	LI	3 ⁰ (15+0+15)	2, 4
CRO-S	5.0	Croatian Press in the Diaspora (57237) Vulić Vranković, S.	LI	3 ⁰ (15+0+15)	2, 4
CRO-S	5.0	Dubrovnik Republic in the Context of Croatian Cultural History (57147) Stojan, S.	LI	3 ⁰ (30+0+0)	2, 4
CRO-S	5.0	Kajkavian Literary Heritage (57146) Jembrih, A.	LI	3 ⁰ (15+0+15)	2, 4
CRO-S	4.0	Miroslav Krleža (37885) Zima, D.	LI	3 ⁰ (15+0+15)	2, 4

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.	
CRO 5.0	Latin Paleography and Epigraphy (86899) Šanjek, F.	Lo	60 (30+15+15)	I	
CRO 5.0	Overview of Latinity in the Age of Humanism and the Renaissance (118518) Knezović, P.	LI	30 (30+0+0)	I	
CRO 4.0	Textology (144785) Demo, Š.; Krešić, L.	LI	30 (15+0+15)	I	
2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
CRO 5.0	Elementary Greek (130569) Martinić-Jerčić, Z.	LI	30 (15+15+0)	2	
CRO 6.0	Genres of Latinity in the Age of Humanism and the Renaissance (144794) Demo, Š.	LI	60 (30+15+15)	2	
CRO 5.0	Overview of Latinity in the Post-Renaissance Period (118519) Tvrtković, T.	LI	30 (30+0+0)	2	
3rd semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
CRO 5.0	Overview of Medieval Latinity (118521) Knezović, P.	LI	30 (30+0+0)	3	
CRO 6.0	Post-Renaissance Latinity Genres (144810) Demo, Š.	LI	60 (30+15+15)	3	
4th semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
CRO 20.0	Master Thesis (118526) Demo, Š.	Lo	0 (0+0+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.
TEA	4.0	Didactics (96487) Pranjić, M.; Ninčević, M.	L1	45 (30+0+15)	1
HIS	5.0	Economic History (53921) Manin, M.	L1	30 (30+0+0)	1
TEA	3.0	Legal Bases and Pedagogical Documentation (53900) Pranjić, M.	L1	30 (30+0+0)	1
TEA	3.0	Methods of Teaching Latin (86901) Martinić-Jerčić, Z.	L1	30 (30+0+0)	1
HIS	5.0	Political History (53922) Jukić, I.	L1	30 (30+0+0)	1
	ECTS	DIPL-NS-smjer (4407):	Eng. Lev.	Study Hours	Sem.
TEA	3.0	Media Pedagogy (57234) Labaš, D.	L2	30 (30+0+0)	1
TEA	3.0	School Pedagogy (57253) Pranjić, M.	L1	30 (30+0+0)	1
	ECTS	LAT-dipl(7584):Elective courses	Eng. Lev.	Study Hours	Sem.
TEA	4.0	Book and Library History in Croatian Cultural Territory (144799) Tvrković, T.	Lo	0 (15+0+15)	1, 3
2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
HIS	5.0	Cultural History (53920) Korade, M.	L2	30 (30+0+0)	2
TEA	3.0	Developmental Psychology (144712) Delale, E.	Lo	30 (30+0+15)	2
TEA	4.0	Pedagogy (144706) Ninčević, M.; Pranjić, M.	Lo	0 (30+0+15)	2
HIS	5.0	Social History (53923) Ančić, M.	L1	30 (30+0+0)	2
	ECTS	DIPL-NS-smjer (4408): Required elective group_2nd semester	Eng. Lev.	Study Hours	Sem.
TEA	3.0	Domestic Violence (57272) Cajner Mraović, I.	Lo	30 (30+0+0)	2
TEA	3.0	Educational Psychology (125926) Ninčević, M.	Lo	30 (30+0+0)	2
TEA	3.0	Education in the Age of Antiquity (118717) Pranjić, M.	L1	30 (15+0+15)	2
TEA		(118712) Pranjić, M.	L1	30 (30+0+0)	2
	ECTS	LAT-dipl(7584):Elective courses	Eng. Lev.	Study Hours	Sem.
TEA	4.0	The Croatian Humanist Epic (86902) Matasović, M.	L1	30 (0+0+30)	2, 4

3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
TEA 5.0	Practical Exercises in the Methodology of Teaching [Latin Language and Literature] (144744) Martinić-Jerčić, Z.	LI	3 ⁰ (0+30+15)	3
HIS 5.0	Theory of History (61951) Vitek, D.	LI	3 ⁰ (30+0+0)	3
ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
TEA 3.0	Ancient Greek Education (66479) Pranjić, M.	LI	3 ⁰ (15+0+15)	3
TEA 3.0	Media in Education (61961) Labaš, D.	Lo	3 ⁰ (15+0+15)	3
TEA 3.0	Motivation in Teaching Process (144753) Ninčević, M.	Lo	0 (15+0+15)	3
TEA 3.0	Teaching Competencies in Modern Curriculum (144752) Ninčević, M.	LI	3 ⁰ (15+0+15)	3
ECTS	LAT-dipl(7584):Elective courses	Eng. Lev.	Study Hours	Sem.
TEA 4.0	Book and Library History in Croatian Cultural Territory (144799) Tvrtković, T.	Lo	0 (15+0+15)	1, 3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
TEA 5.0	Correlation Practicum in the Methodology of Teaching (144745) Pranjić, M.; Martinić-Jerčić, Z.	LI	3 ⁰ (0+30+15)	4
ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
TEA 3.0	Croatian Educational Thought in the Renaissance (61962) Šišak, M.	Lo	0 (15+0+15)	4
TEA 3.0	Croatian Educators - the Enlightenment (61956) Korade, M.	LI	3 ⁰ (15+0+15)	4
TEA 3.0	Educational Integration of Children with Special Needs (153303) Dulčić, A.	Lo	0 (30+15+0)	4
TEA 3.0	Philosophy of Education (61957) Talanga, J.	LI	0 (15+0+15)	4
ECTS	LAT-dipl(7584):Elective courses	Eng. Lev.	Study Hours	Sem.
TEA 4.0	The Croatian Humanist Epic (86902) Matasović, M.	LI	3 ⁰ (0+0+30)	2, 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.
HIS	5.0	Economic History (53921) Manin, M.	L1	3 ⁰ (30+0+0)	1
SCI	5.0	Introduction to Historical Science (57158) Ančić, M.	L1	3 ⁰ (30+0+0)	1
HIS	5.0	Political History (53922) Jukić, I.	L1	3 ⁰ (30+0+0)	1
	ECTS	POV-dipl (4409): Archival and Historical Sciences (science stream)	Eng. Lev.	Study Hours	Sem.
SCI	5.0	Military History (57176) Nazor, A.	Lo	3 ⁰ (15+0+15)	1
SCI		(144819) Tomorad, M.	Lo	0 (30+0+0)	1, 3
SCI		(144820) Jukić, I.	Lo	0 (0+0+30)	1, 3
	ECTS	POV-dipl (4411): Elective courses	Eng. Lev.	Study Hours	Sem.
SCI	4.0	Dictatorships in Central Europe (57170) Cipek, T.	L1	3 ⁰ (15+0+15)	1, 3
SCI	4.0	History of happiness - in spite of events (144949) Bertoša, M.	Lo	0 (0+0+30)	1, 3
SCI	3.0	Modern and Contemporary History of Bosnia and Herzegovina (79192) Lučić, I.	Lo	3 ⁰ (0+0+30)	1, 3
SCI	4.0	The Jesuits , mission , myths and history (144825) Korade, M.	Lo	0 (15+0+15)	1, 3
SCI	4.0	Urban History in the Modern Age (57172) Vitek, D.	Lo	0 (0+0+30)	1, 3
SCI	5.0	War in European History - The Homeland War (79095) Nazor, A.	L1	3 ⁰ (15+0+15)	1, 3
SCI		(133586) Milković Šarić, K.	Lo	0 (0+0+30)	1, 3
SCI		(144819) Tomorad, M.	Lo	0 (30+0+0)	1, 3
SCI		(144820) Jukić, I.	Lo	0 (0+0+30)	1, 3
SCI		(144824) Korade, M.	Lo	0 (30+0+0)	1, 3
2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
HIS	5.0	Cultural History (53920) Korade, M.	L2	3 ⁰ (30+0+0)	2
HIS	5.0	Social History (53923) Ančić, M.	L1	3 ⁰ (30+0+0)	2

	ECTS	POV-dipl (4409): Archival and Historical Sciences (science stream)	Eng. Lev.	Study Hours	Sem.
SCI	5.0	History and Archeology (62008) Tomorad, M.	L2	3 ⁰ (30+0+0)	2, 4
SCI	5.0	The history of masculinity: the mental evolution of man in Europe XVI. to half of the XIX. century (144822) Bertoša, M.	Lo	0 (15+0+15)	2
SCI		(144821) Korade, M.	Lo	0 (15+0+15)	2, 4
	ECTS	POV-dipl (4411): Elective courses	Eng. Lev.	Study Hours	Sem.
SCI	4.0	Biblical Archaeology (144894) Korade, M.	L3	0 (30+0+0)	2, 4
SCI	2.0	Field trip (64858) Vitek, D.	Lo	10 (0+10+0)	2, 4
SCI	5.0	History and Archeology (62008) Tomorad, M.	L2	3 ⁰ (30+0+0)	2, 4
SCI	4.0	History of parliamentarism in Croatia (130517) Matković, S.	L2	0 (0+0+30)	2, 4
SCI	4.0	Relations between Church and State (57168) Korade, M.	L1	3 ⁰ (15+0+15)	2, 4
SCI	4.0	The American War of Independence in British newspapers (144951) Buczynski, A.	Lo	0 (15+0+15)	2, 4
SCI		(144821) Korade, M.	Lo	0 (15+0+15)	2, 4
SCI		(144842) Tomorad, M.	Lo	0 (30+0+0)	2, 4
SCI		(144950) Macan Lukavečki, V.	Lo	0 (30+0+0)	2, 4
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
HIS	5.0	Theory of History (61951) Vitek, D.	L1	3 ⁰ (30+0+0)	3
	ECTS	POV-dipl (4411): Elective courses	Eng. Lev.	Study Hours	Sem.
SCI	4.0	Dictatorships in Central Europe (57170) Cipek, T.	L1	3 ⁰ (15+0+15)	1, 3
SCI	4.0	History of happiness - in spite of events (144949) Bertoša, M.	Lo	0 (0+0+30)	1, 3
SCI	3.0	Modern and Contemporary History of Bosnia and Herzegovina (79192) Lučić, I.	Lo	3 ⁰ (0+0+30)	1, 3
SCI	4.0	The Jesuits, mission, myths and history (144825) Korade, M.	Lo	0 (15+0+15)	1, 3
SCI	4.0	Urban History in the Modern Age (57172) Vitek, D.	Lo	0 (0+0+30)	1, 3
SCI	5.0	War in European History - The Homeland War (79095) Nazor, A.	L1	3 ⁰ (15+0+15)	1, 3
SCI		(133586) Milković Šarić, K.	Lo	0 (0+0+30)	1, 3
SCI		(144819) Tomorad, M.	Lo	0 (30+0+0)	1, 3
SCI		(144820) Jukić, I.	Lo	0 (0+0+30)	1, 3
SCI		(144824) Korade, M.	Lo	0 (30+0+0)	1, 3

ECTS	POV-dipl (4411): Elective courses	Eng. Lev.	Study Hours	Sem.
ECTS	POV-dipl(5390): Research groups	Eng. Lev.	Study Hours	Sem.
SCI 6.0	Research Group - Interpretation of Early Modern Sources (62006) Vitek, D.	L1	30 (0+0+30)	3
SCI 6.0	Research Group - Interpretation of Medieval Sources (79379) Popić, T.	L1	30 (0+0+30)	3
SCI 6.0	Research Group - Interpretation of Sources for Croatian History: the 19th Century (130523) Milković Šarić, K.	L0	0 (0+0+30)	3
SCI 6.0	Research Group - Researching and Writing about the 20th Century (96375) Lučić, I.	L1	30 (0+0+30)	3
SCI 6.0	Research group - Sources of Egyptian, Greek and Roman History (96373) Tomorad, M.	L1	30 (0+0+30)	3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SCI 30.0	Diploma Thesis (Science Stream) (64811)	L0	0 (0+0+0)	4
ECTS	POV-dipl (4411): Elective courses	Eng. Lev.	Study Hours	Sem.
SCI 4.0	Biblical Archaeology (144894) Korade, M.	L3	0 (30+0+0)	2, 4
SCI 2.0	Field trip (64858) Vitek, D.	L0	10 (0+10+0)	2, 4
SCI 5.0	History and Archeology (62008) Tomorad, M.	L2	30 (30+0+0)	2, 4
SCI 4.0	History of parliamentarism in Croatia (130517) Matković, S.	L2	0 (0+0+30)	2, 4
SCI 4.0	Relations between Church and State (57168) Korade, M.	L1	30 (15+0+15)	2, 4
SCI 4.0	The American War of Independence in British newspapers (144951) Buczynski, A.	L0	0 (15+0+15)	2, 4
SCI	(144821) Korade, M.	L0	0 (15+0+15)	2, 4
SCI	(144842) Tomorad, M.	L0	0 (30+0+0)	2, 4
SCI	(144950) Macan Lukavečki, V.	L0	0 (30+0+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.
PSY	4.0	Clinical Psychodiagnostics (130561) Lauri Korajlija, A.	L1	45 (30+30+0)	1
PSY	4.0	Cognitive Psychology (57110) Žebec, M.	L1	45 (30+0+15)	1
PSY	4.0	Personality Psychology (57111) Burušić, J.	Lo	45 (30+0+15)	1
PSY	4.0	Psychology of Organisational Behaviour (53867) Košćec Đuknić, A.	L1	45 (30+0+15)	1
PSY	4.0	Regression Analysis (53873) Babarović, T.	L1	45 (30+15+0)	1
PSY	4.0	Social Cognition and Perception (57109) Franc, R.	L1	45 (30+15+0)	1
	ECTS	PSI-dipl (4388): Elective courses	Eng. Lev.	Study Hours	Sem.
PSY	3.0	Applied Developmental Psychology (53801) Brajša-Žganec, A.	L2	30 (30+0+0)	1, 3
PSY	3.0	Diagnostic Criteria in Clinical Practice (53810) Despot Lučanin, J.	L1	30 (15+0+15)	1, 3
PSY	3.0	Forensic Psychology (53786) Sučić, I.	L1	30 (30+0+0)	1, 3
PSY	3.0	Neuropsychological Rehabilitation (53826) Vranić, A.	L1	30 (15+0+15)	1, 3
PSY	3.0	Political Psychology (53791)	Lo	0 (30+0+0)	1, 3
PSY	3.0	Working with Students with Special Educational Needs (53821) Dulčić, A.	Lo	30 (15+15+0)	1, 3
	ECTS	PSI-dipl (4390): Elective (TEACHING MODULE)	Eng. Lev.	Study Hours	Sem.
PSY	4.0	Didactics (96487) Pranjić, M.; Ninčević, M.	L1	45 (30+0+15)	1, 3
PSY	3.0	Legal Bases and Pedagogical Documentation (53900) Pranjić, M.	L1	30 (30+0+0)	1, 3
PSY	3.0	Methods of Teaching Psychology (53847) Pavlin Bernardić, N.	L1	30 (30+0+0)	1, 3
PSY	5.0	Practical Exercises in the Methodology of Teaching [Psychology] (144738) Ninčević, M.	L1	30 (0+30+15)	1, 3
PSY	3.0	Working with Students with Special Educational Needs (53821) Dulčić, A.	Lo	30 (15+15+0)	1, 3
2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY	4.0	Conducting Psychological Research (53876) Burušić, J.	Lo	45 (30+15+0)	2
PSY	4.0	Educational Psychology (53870) Brajša-Žganec, A.	L1	45 (30+0+15)	2

2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY 4.0	Factor Analysis (57113) Babarović, T.	L1	45 (30+15+0)	2
PSY 4.0	Group Processes and Impacts (130563) Franc, R.	L1	45 (30+0+15)	2
PSY 4.0	Psychotherapy Modalities (53871) Koščec Đuknić, A.	L1	45 (30+0+15)	2
PSY 4.0	Theory of Psychological Testing (57115) Žebec, M.	L1	45 (30+15+0)	2
ECTS	PSI-dipl (4388): Elective courses	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Clinical neuropsychology (115674) Despot Lučanin, J.	L2	30 (30+0+0)	2
PSY 3.0	Cognitive Neuroscience of Emotion (133420) Žebec, M.	L3	0 (30+0+0)	2
PSY 3.0	Human Resources Management (53799) Babarović, T.	L1	30 (15+15+0)	2
PSY 3.0	Psychology of Aging (102937) Despot Lučanin, J.	L1	30 (30+0+0)	2
PSY 3.0	Psychology of Marketing (53795) Milas, G.	Lo	30 (30+0+0)	2
ECTS	PSI-dipl (4390): Elective (TEACHING MODULE)	Eng. Lev.	Study Hours	Sem.
PSY 5.0	Correlation Practicum in the Methodology of Teaching (144745) Pranjić, M.; Martinić-Jerčić, Z.	L1	30 (0+30+15)	2, 4
PSY 4.0	Pedagogy (144706) Ninčević, M.; Pranjić, M.	Lo	0 (30+0+15)	2, 4
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY 2.0	Clinical Interview (53879) Despot Lučanin, J.	L1	30 (0+30+0)	3
PSY 4.0	Development in the Social Context (53863) Delale, E.	Lo	45 (30+0+15)	3
PSY 4.0	Health Psychology (53869) Despot Lučanin, J.	L1	45 (30+0+15)	3
PSY 2.0	Production Thesis (126009)	Lo	0 (0+0+0)	3
PSY 4.0	Psychological Counselling (53872) Buljan-Flander, G.	L1	45 (30+15+0)	3
PSY 2.0	Psychological Testing Skills (53878) Lauri Korajlija, A.	L1	30 (0+30+0)	3
ECTS	PSI-dipl (4388): Elective courses	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Applied Developmental Psychology (53801) Brajša-Žganec, A.	L2	30 (30+0+0)	1, 3
PSY 3.0	Diagnostic Criteria in Clinical Practice (53810) Despot Lučanin, J.	L1	30 (15+0+15)	1, 3
PSY 3.0	Forensic Psychology (53786) Sučić, I.	L1	30 (30+0+0)	1, 3
PSY 3.0	Neuropsychological Rehabilitation (53826) Vranić, A.	L1	30 (15+0+15)	1, 3

ECTS	PSI-dipl (4388): Elective courses	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Political Psychology (53791)	Lo	0 (30+0+0)	1, 3
PSY 3.0	Working with Students with Special Educational Needs (53821) Dulčić, A.	Lo	30 (15+15+0)	1, 3
ECTS	PSI-dipl (4390): Elective (TEACHING MODULE)	Eng. Lev.	Study Hours	Sem.
PSY 4.0	Didactics (96487) Pranjić, M.; Ninčević, M.	L1	45 (30+0+15)	1, 3
PSY 3.0	Legal Bases and Pedagogical Documentation (53900) Pranjić, M.	L1	30 (30+0+0)	1, 3
PSY 3.0	Methods of Teaching Psychology (53847) Pavlin Bernardić, N.	L1	30 (30+0+0)	1, 3
PSY 5.0	Practical Exercises in the Methodology of Teaching [Psychology] (144738) Ninčević, M.	L1	30 (0+30+15)	1, 3
PSY 3.0	Working with Students with Special Educational Needs (53821) Dulčić, A.	Lo	30 (15+15+0)	1, 3
ECTS	PSI-dipl. (5054): Elective methodology courses	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Evaluation and Measurement of Personality (102940) Butković, A.	L1	30 (0+30+0)	3
PSY 3.0	Practicum in Experimental Biological Psychology (53836) Darmopil, S.	L2	30 (15+0+15)	3
ECTS	PSI-dipl. (7596): Specific and professional skills	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Competent Parenting (65150) Delale, E.	Lo	30 (0+30+0)	3
PSY 3.0	Practical Counselling and Helping Skills (53861) Koščec Đuknić, A.	L1	30 (0+30+0)	3
PSY 6.0	Prevention of Violence in Adolescent Relationships (130568) Delale, E.	Lo	0 (0+60+30)	3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY 18.0	Production Thesis (126008)	Lo	0 (0+0+0)	4
ECTS	PSI-dipl (4390): Elective (TEACHING MODULE)	Eng. Lev.	Study Hours	Sem.
PSY 5.0	Correlation Practicum in the Methodology of Teaching (144745) Pranjić, M.; Martinić-Jerčić, Z.	L1	30 (0+30+15)	2, 4
PSY 4.0	Pedagogy (144706) Ninčević, M.; Pranjić, M.	Lo	0 (30+0+15)	2, 4
ECTS	PSI-dipl. (7596): Specific and professional skills	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Addiction Treatment (139788) Matošić, A.	Lo	0 (0+0+30)	4
PSY 3.0	Clinical Psychology Reports/Clinical Report Writing (53846) Despot Lučanin, J.; Pačić Turk, L.	L1	30 (0+30+0)	4
PSY 3.0	Creative Techniques in Psychotherapy and Counselling (147470) Koščec Đuknić, A.; Delale, E.	L1	30 (0+30+0)	4
PSY 3.0	Directions in Existential Psychotherapy and Logotherapy (76073) Katinić, K.	Lo	30 (0+0+30)	4
PSY 3.0	Stress and Psychotrauma (144889) Mužinić, L.	Lo	0 (0+0+30)	4

	ECTS	PSI-dipl. (7596): Specific and professional skills	Eng. Lev.	Study Hours	Sem.
PSY	6.0	Student Placements (133183) Košćec Đuknić, A.	LI	0 (0+60+30)	4
PSY	3.0	Working with Groups (53842) Delale, E.	Lo	30 (0+30+0)	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.
SOC	6.0	Contemporary Sociological Theories (53911) Markešić, I.	L1	60 (30+0+30)	I
TEA	4.0	Didactics (96487) Pranjić, M.; Ninčević, M.	L1	45 (30+0+15)	I
TEA	3.0	Legal Bases and Pedagogical Documentation (53900) Pranjić, M.	L1	30 (30+0+0)	I
TEA	3.0	Methods of Teaching Sociology (53909) Cajner Mraović, I.	L1	30 (30+0+0)	I
TEA	6.0	Quantitative Research Methods (144629) Brajdić Vuković, M.	L1	90 (30+30+0)	I
	ECTS	DIPL-NS-smjer (4407):	Eng. Lev.	Study Hours	Sem.
TEA	3.0	Media Pedagogy (57234) Labaš, D.	L2	30 (30+0+0)	I
TEA	3.0	School Pedagogy (57253) Pranjić, M.	L1	30 (30+0+0)	I
	ECTS	SOC-dipl (4469): Elective courses (teaching stream)	Eng. Lev.	Study Hours	Sem.
TEA	5.0	Civilization of Violence (57189) Matić, R.	L1	30 (15+0+15)	I, 3
TEA	5.0	Criminology of Bullying (148529) Cajner Mraović, I.	L3	0 (15+0+15)	I, 3
TEA	4.0	Deviance at the Workplace (144630) Cajner Mraović, I.	L3	0 (30+0+0)	I, 3
TEA	5.0	EU Economic System (57187) Brkić, L.	L1	30 (15+0+15)	I, 3
TEA	5.0	European Integration (57182) Puškarić, M.	L1	30 (15+0+15)	I, 3
TEA	5.0	Sociology of Domestic Violence (131014) Cajner Mraović, I.	L3	0 (15+0+15)	I, 3
TEA	4.0	Sociology of Local Communities (57204) Cajner Mraović, I.; Dremel, A.	L1	30 (15+0+15)	I, 3
TEA	5.0	The European Union and Civil Society (64856) Cipek, T.	L1	30 (30+0+0)	I, 3
TEA	5.0	The idea of Europe (57185) Puškarić, M.	L1	30 (15+0+15)	I, 3
TEA	5.0	Theories of European Integration (64855) Puškarić, M.	L1	30 (30+0+0)	I, 3
TEA	5.0	The political system of the European Union (57188) Nakić, M.	L0	30 (15+0+15)	I, 3
2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
TEA	5.0	Critical Thinking in Sociology (132300) Matić, R.	L0	45 (30+0+15)	2

2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
TEA 3.0	Developmental Psychology (144712) Delale, E.	Lo	30 (30+0+15)	2	
TEA 4.0	Pedagogy (144706) Ninčević, M.; Pranjić, M.	Lo	0 (30+0+15)	2	
ECTS	DIPL-NS-smjer (4408): Required elective group_2nd semester	Eng. Lev.	Study Hours	Sem.	
TEA 3.0	Domestic Violence (57272) Cajner Mraović, I.	Lo	30 (30+0+0)	2	
TEA 3.0	Educational Psychology (125926) Ninčević, M.	Lo	30 (30+0+0)	2	
TEA 3.0	Education in the Age of Antiquity (118717) Pranjić, M.	LI	30 (15+0+15)	2	
TEA	(118712) Pranjić, M.	LI	30 (30+0+0)	2	
ECTS	SOC-dipl (4469): Elective courses (teaching stream)	Eng. Lev.	Study Hours	Sem.	
TEA 5.0	European Union and Croatia (57183) Puškarić, M.	LI	30 (15+0+15)	2, 4	
TEA 5.0	Institution of the EU (57184) Puškarić, M.	Lo	30 (15+0+15)	2, 4	
TEA 5.0	International Relations (57186) Puškarić, M.	LI	30 (30+0+0)	2, 4	
TEA 4.0	Prejudice and Discrimination Prevention (57198) Matić, R.	LI	45 (15+30+0)	2, 4	
TEA 4.0	Sociology of Development (132301) Cajner Mraović, I.	LI	30 (30+0+0)	2, 4	
TEA 4.0	Sociology of Drug Abuse (57201) Dubreta, N.	LI	30 (15+0+15)	2, 4	
TEA 3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	LI	30 (15+0+15)	2, 4	
4th semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
TEA 5.0	Correlation Practicum in the Methodology of Teaching (144745) Pranjić, M.; Martinić-Jerčić, Z.	LI	30 (0+30+15)	4	
SOC 20.0	Graduate work (64818)	Lo	0 (0+0+0)	4	
ECTS	SOC-dipl (4469): Elective courses (teaching stream)	Eng. Lev.	Study Hours	Sem.	
TEA 5.0	European Union and Croatia (57183) Puškarić, M.	LI	30 (15+0+15)	2, 4	
TEA 5.0	Institution of the EU (57184) Puškarić, M.	Lo	30 (15+0+15)	2, 4	
TEA 5.0	International Relations (57186) Puškarić, M.	LI	30 (30+0+0)	2, 4	
TEA 4.0	Prejudice and Discrimination Prevention (57198) Matić, R.	LI	45 (15+30+0)	2, 4	
TEA 4.0	Sociology of Development (132301) Cajner Mraović, I.	LI	30 (30+0+0)	2, 4	
TEA 4.0	Sociology of Drug Abuse (57201) Dubreta, N.	LI	30 (15+0+15)	2, 4	

	ECTS	SOC-dipl (4469): Elective courses (teaching stream)	Eng. Lev.	Study Hours	Sem.
TEA	3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	LI	30 (15+0+15)	2, 4
	ECTS	DIPL-NS-smjer (5035): Elective courses	Eng. Lev.	Study Hours	Sem.
TEA	3.0	Croatian Educational Thought in the Renaissance (61962) Šišak, M.	Lo	0 (15+0+15)	4
TEA	3.0	Croatian Educators - the Enlightenment (61956) Korade, M.	LI	30 (15+0+15)	4
TEA	3.0	Educational Integration of Children with Special Needs (153303) Dulčić, A.	Lo	0 (30+15+0)	4
TEA	3.0	Philosophy of Education (61957) Talanga, J.	LI	0 (15+0+15)	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.	
6.0	Contemporary Sociological Theories (53911) Markešić, I.	L1	60 (30+0+30)	1	
5.0	Sociology of Croatian Society 5 (57177) Puškarić, M.	L1	30 (15+0+15)	1	
4.0	Sociology of science and technology (144417) Brajdić Vuković, M.	L3	0 (15+0+15)	1	
4.0	Sociology of Social Changes (78823) Peračković, K.	L1	30 (30+0+0)	1	
ECTS	SOC-dipl (4420): Elective courses, 1st semester (science stream)	Eng. Lev.	Study Hours	Sem.	
5.0	Civilization of Violence (57189) Matić, R.	L1	30 (15+0+15)	1	
5.0	Criminology of Bullying (148529) Cajner Mraović, I.	L3	0 (15+0+15)	1	
5.0	European Integration (57182) Puškarić, M.	L1	30 (15+0+15)	1	
5.0	The idea of Europe (57185) Puškarić, M.	L1	30 (15+0+15)	1	
2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
5.0	Demography (53914) Pavić, D.	L1	60 (30+0+30)	2	
6.0	Multivariate Statistical Methods (53913) Šimičević, V.	L1	75 (30+45+0)	2	
6.0	Qualitative Methods in Sociology (53915) Brajdić Vuković, M.	L2	90 (30+0+60)	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.	L1	30 (15+0+15)	2	
5.0	Institution of the EU (57184) Puškarić, M.	Lo	30 (15+0+15)	2	
5.0	International Relations (57186) Puškarić, M.	L1	30 (30+0+0)	2	
4.0	Prejudice and Discrimination Prevention (57198) Matić, R.	L1	45 (15+30+0)	2	
4.0	Sociology of Development (132301) Cajner Mraović, I.	L1	30 (30+0+0)	2	
4.0	Sociology of Drug Abuse (57201) Dubreta, N.	L1	30 (15+0+15)	2	
3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	L1	30 (15+0+15)	2	

3rd semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
5.0	Contemporary Tendencies in Cultural Theory (144606) Matić, R.	Lo	0 (30+0+0)	3	SCI
6.0	Quantitative Research Methods (144629) Brajdić Vuković, M.	L1	90 (30+30+0)	3	SCI
5.0	Social Impact Analysis (144625) Brajdić Vuković, M.	Lo	0 (15+0+15)	3	SCI
ECTS	SOC-dipl(5393): Elective courses, 3rd semester (science stream)	Eng. Lev.	Study Hours	Sem.	
4.0	Deviance at the Workplace (144630) Cajner Mraović, I.	L3	0 (30+0+0)	3	SCI
5.0	EU Economic System (57187) Brkić, L.	L1	30 (15+0+15)	3	SCI
5.0	Sociology of Domestic Violence (131014) Cajner Mraović, I.	L3	0 (15+0+15)	3	SCI
4.0	Sociology of Local Communities (57204) Cajner Mraović, I.; Dremel, A.	L1	30 (15+0+15)	3	SCI
5.0	The European Union and Civil Society (64856) Cipek, T.	L1	30 (30+0+0)	3	SCI
5.0	Theories of European Integration (64855) Puškarić, M.	L1	30 (30+0+0)	3	SCI
5.0	The political system of the European Union (57188) Nakić, M.	Lo	30 (15+0+15)	3	SCI
4th semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
5.0	Critical Thinking in Sociology (132300) Matić, R.	Lo	45 (30+0+15)	4	SCI
5.0	Geopolitics and Global Security (64842) Jurišić, J.	L2	30 (15+0+15)	4	SCI
20.0	Graduate work (64818)	Lo	0 (0+0+0)	4	SOC

Courses

Addiction Treatment

139788

Lecturer in Charge



Doc. dr.sc.
Ana Matošić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours Seminar 30

Course Description

Study Programmes

- » Psychology (Studij) (*specific and professional skills, 4th semester, 2nd year*)

Ancient Greek Education

66479

Lecturer in Charge



Prof. dr.sc.
Marko Pranjic

Course Description

The objective of the course is to:

Introduce students to the oldest educational customs in the time of Homer

Understand how education had functioned before the concept was created

Make students capable of interpreting ancient Greek notions of paideia, trefo, pedagogos, arete, kalokaghatia etc.

Study Programmes

- » Teaching stream (Smjer) (*elective courses, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*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 detected in Homer's epics
2. Analyze ancient Greek educational thought throughout several centuries of Greek history
3. Interpret humanistic and social scientific bases of ancient Greek understanding and practicing of education
4. Compare Homeric and contemporary educational content
5. Explain the continuity and/or discontinuity of educational content
6. Evaluate the bases of educational practice of Antiquity
7. Interpret the main characteristics of Homeric education.

General Competencies

At the level of the programme, Ancient Greek Education makes the students capable of:

Identifying central educational values found in the oldest European literary work, that of Homer

Explaining why certain educational values were strongly insisted upon

Detecting the continuity and discontinuity between ancient Greek educational values and the ones insisted upon in pedagogy today.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Output knowledge is evaluated successively and according to the student's proficiency level in all three continuous assessment exams taken during this course. The student's motivation for the course content is evaluated as well as the ability to observe central educational values at the time of Homer. The students are confronted with contemporary educational content to observe the continuities and discontinuities regarding educational values. The final grade is the mean of the three continuous assessment grades, whereby special emphasis is put on obligatory literature content.

Week by Week Schedule

1. The students will acquire the educational content in the following way:
2. Heliocentric circle of cultures
3. Paideia – ancient Greek educational form
4. Arete – eminent Greek educational value
5. Homer's educational values
6. Telemachus – ancient Greek educational character
7. Telemachus's narrower educational circle
8. Telemachus's wider educational circle
9. Friendship in Antiquity
10. The role of deity in growing-up in the time of Antiquity
11. Telemachus's educational path
12. In the search for the father
13. In the non-educational environment
14. All faces of ancient evils
15. Settling accounts with the evil

Literature



Pranjić, M. (2012). *Na iskonima europskoga odgoja*, Matica hrvatska

An Introduction to Global Communication

141160

Lecturer in Charge



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.

Study Programmes

» Communication Sciences (Studij) (*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.

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

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



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TEA

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.

Applied Developmental Psychology

53801

Lecturer in Charge



Prof. dr.sc.
Andreja Brajša-
Žganec

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 .

Study Programmes

- » Psychology (Studij) (*elective courses, 1st semester, 1st year*)
- » Psychology (Studij) (*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 .

ECTS Credits 3.0

English Level L2

E-learning Level L2

Study Hours
Lectures 30

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 .



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.

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
svjedoči rata ?10 godina
kasnije.*



*Brajša-Žganec, A.; Keresteš, G.,
Kuterovac Jagodić, 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*

Biblical Archaeology

144894

Lecturer in Charge



Prof. dr.sc.
Mijo Korade

Course Description

The course provides insight into the history of Biblical archaeology from its beginnings to modern day scientific investigations.

Study Programmes

- » Science Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 4th semester, 2nd year*)

Learning Outcomes

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

1. Describe the development of biblical archaeology from its beginnings to modern day research
2. List all of the most prominent biblical sites in the middle east
3. Explain the role of societies that were organized during 19th century and their discoveries
4. Discuss the material finds and objects of undisproved biblical origin
5. List institutions that are involved in modern day research of biblical sites
6. List museums that hold important artefacts

Screening of student's work

1 ECTS Pohađanje nastave [EN]
2 ECTS Pismeni ispit [EN]
1 ECTS Referat [EN]
4 ECTS

Forms of Teaching

- » Predavanja
- » lecture

Week by Week Schedule

1. Introduction – plan of the course, students' commitments and assignments
2. History of Biblical archaeology
3. Development of Biblical archaeology and schools of thought
4. Important archaeological sites and their researchers

ECTS Credits 4.0

English Level L3

E-learning Level L1

Study Hours

Lectures 30

Lecturer

Eva Katarina Glazer, dr. sc.

Grading

Students activity will be monitored throughout the semester. Students are required to attend the classes. The final exam is written.



5. The age of the Patriarchs and the story of Ur
6. Bronze Age Canaan and the city of Hazor
7. Egypt dominance - the case of Aphek and Bet Shean
8. Conquest of the promised land – was there a battle of Jericho?
9. The city of David and Tel Dan Stele
10. „Into the hand of the Philistines“ – the stories of Ashdod, Ashkelon and Gaza
11. Over the Jordan – the case of Numeira
12. The Siege of Lachish and the miracle in Jerusalem
13. Jerusalem – then and now (history, archaeology, museums)
14. Controversial objects and their impact on biblical scholars
15. Final lecture - overview

Literature



Gibson, S. i Negev, A. (2001). *Archaeological Encyclopedia of the Holy Land*

Additional Literature



Albright, W. F. (1932). *The Archaeology of Palestine and the Bible*



Dever, W. G. (1990). *Recent Archaeological Discoveries and Biblical Research*



Moorey, P. R. S. (1001). *A Century of Biblical Archaeology*

Book and Library History in Croatian Cultural Territory

144799



Lecturer in Charge



Izv. prof. dr.sc.
Tamara Tvrtković

Course Description

The subject goals are to introduce students with manuscript books, and the process of making it; than to introduce them with the making of printed books. Consequently, library development in Croatian territory will be discussed.

There are no conditions for joining the subject.

The subject contributes at every study level.

Study Programmes

- » Teaching stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Teaching stream (Smjer) (*elective courses, 3rd semester, 2nd year*)

Learning Outcomes

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

1. Define book history as a discipline.
2. Analyze "book" in different social and cultural processes.
3. Describe book-library interaction.
4. Define the role of the book in relation with social activities and conditions.
5. Explain preparation of manuscript book in medieval times.
6. Compare codex and printed book.
7. Analyze the development of printing in certain European parts.

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Seminarski rad [EN]
- 2 ECTS Usmeni ispit [EN]
- 4 ECTS

Forms of Teaching

- » Seminar
 - » Oral discussions, writing tests

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Lucija Krešić, dr. sc.

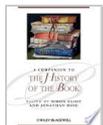
Grading

Regular attendance and active participation in discussion, oral presentation and oral exam.

Week by Week Schedule

1. Introduction. Book history - development and status of the discipline. Ancient cultures and books (Greece, Rome and Egypt). Papyrus.
2. Codicology, paleography, epigraphy. Illumination. Writing supports, bookbinding, parchment and its preparation.
3. The oldest books: Euangeliarium Spalatense and Passionale MR 164.
4. Medieval scriptoria. Europe's scriptoria. Dalmatian's scriptoria and its litteral heritage.
5. Metropolitana library in Zagreb and its oldest Latin manuscripts.
6. Three-script and three-language Croatian medieval heritage. Glagolitic script. Oldest Glagolitic manuscripts.
7. Gutenbergs printing machine and paper production.
8. Latin incunabula.
9. Aldo Manuzio and his books. Printing in Venice. Croatian Latinists in Italian and Venetian printing offices.
10. National and University Library in Zagreb: history, development and mission.
11. European printing development. The most significant printing offices and Croatian Latinists. Croatici auctores qui Latine scripserunt in European libraries.
12. Croatian printing development. The main and first printing offices in Zagreb, Rijeka, Karlovac, Dubrovnik, Varaždin, Osijek and Zadar.
13. Library history and bookselling history in Croatia. Bibliographies, encyclopaedias and lexicones as a sources of information (it's development in Croatia).
14. The most significant European libraries. The most significant libraries in Europe.
15. Libraries in 21st century. Subject conclusion and preparing for exam.

Literature



Simon Eliot - Jonathan Rose (2009). *A Companion to the History of the Book*, Blackwell companions to literature and culture



D. Finkelstein – A. McCleery (2005). *An introduction to the book history.*, Routledge

Similar Courses

- » Centar za povijest knjige u Edinburghu, niz predmeta i aktivnosti, Oxford

Chakavian Literary and Linguistic Heritage

57143

Lecturer in Charge



Izv. prof. dr.sc.
Sanja Vulić
Vranković

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.

Study Programmes

- » Science Stream (Smjer) (*elective courses 2, 1st semester, 1st year*)
- » Science Stream (Smjer) (*elective courses 2, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*kro-dipl (13096): elective courses 1 (teaching stream), 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*kro-dipl (13096): elective courses 1 (teaching stream), 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.

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

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

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



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 Matic

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.

Study Programmes

- » Science Stream (Smjer) (*soc-dipl (4420): elective courses, 1st semester (science stream), 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*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

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

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).



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.

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: izvještajo banalnosti zla, Politička Kultura, Zagreb



Arendt, Hannah (2006) Ozlu: 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

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

Study Programmes

- » Psychology (Studij) (*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

ECTS Credits 2.0

English Level L1

E-learning Level L1

Study Hours
Exercises 30

Teaching Assistant
doc. dr. sc. Ljiljana Pačić Turk

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.



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.

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

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).

Study Programmes

» Psychology (Studij) (*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.

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

ECTS Credits 3.0

English Level L2

E-learning Level L1

Study Hours

Lectures 30

Lecturer
doc. dr. sc. Ljiljana Pačić Turk

Grading
100% exam



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TEA

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

130561

Lecturer in Charge



Doc. dr.sc.
Anita Lauri
Korajlija

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.

Study Programmes

» Psychology (Studij) (*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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Exercises 30

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 59 points 2 - 60-69 points 3 - 70-79 points 4 - 80-89 points 5 - 90 or more points



Screening of student's work

2 ECTS	Pohađanje nastave [EN]
1 ECTS	Pismeni ispit [EN]
0.5 ECTS	Usmeni ispit [EN]
0.5 ECTS	Praktični rad [EN]
<hr/>	
4 ECTS	

Forms of Teaching

- » Predavanja
 - » once a week, two hours
- » Metodičke vježbe
 - » once a week, two hours
- » Terenske vježbe
 - » once a week, two hours

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.

Additional Literature



Lindsay S, Powell G. (2007). *The Handbook of Clinical Adult Psychology*. London: Routledge.

Clinical Psychology Reports/Clinical Report Writing

53846



COM

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PSY

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SCI

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TEA

Lecturers in Charge



Prof. dr.sc.
Jasminka Despot
Lučanin



Doc. dr.sc.
Ljiljana Pačić Turk

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.

Study Programmes

» Psychology (Studij) (*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

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Exercises 30

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

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.

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

133420

Lecturer in Charge



Doc. dr.sc.
Mislav Stjepan
Žebec

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.

Study Programmes

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

Learning Outcomes

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

1. Define processes of emotional processing.
2. Identify, classify and explain to different methods in emotion research.
3. Analyze research results
4. Describe the processes of emotional processing.
5. Estimate critically results of the emotional research

Screening of student's work

$\frac{4 \text{ ECTS Pismeni ispit [EN]}}{4 \text{ ECTS}}$

Forms of Teaching

» Predavanja
» 2 hours per week

Week by Week Schedule

1. 1. The study of emotions from the perspective of cognitive neuroscience
2. 2. Cognition in emotion
3. 3. Facial expressions and emotions
4. 4. Hemispheric organization
5. 5. Recognizing emotions
6. 6. The contribution of the amygdala human emotions

ECTS Credits 3.0

English Level L3

E-learning Level L1

Study Hours

Lectures 30

Lecturer
Sanja Budimir, dr. sc.

Grading
Written Exam



7. 7. Cognitive emotional interactions: Listen to the brain
8. 8. Functional anatomy of inherited and acquired fear
9. 9. Measuring emotion: behavior, feelings
10. 10. Measuring emotion: physiology
11. 11. Implications of the conscious experience of emotion
12. 12. Unconscious emotions
13. 13. Emotional experience
14. 14. Neural correlates of conscious emotional experience
15. 15. Functional neuroanatomy of affective style

Literature



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

Additional Literature



Damasio, A. (1994). *Descartes' Error: Emotion, Reason, and the Human Brain*, New York: Putnam Publishing.

Cognitive Psychology

57110

Lecturer in Charge



Doc. dr.sc.
Mislav Stjepan
Žebec

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.

Study Programmes

» Psychology (Studiј) (*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

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

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.



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.

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*

Competent Parenting

65150

Lecturer in Charge



Doc. dr.sc.
Eva Anđela Delale

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.

Study Programmes

» Psychology (Studij) (*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.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours
Exercises 30

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



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.

Screening of student's work

0.3 ECTS	Pohađanje nastave [EN]
1.2 ECTS	Praktični rad [EN]
1.5 ECTS	Independent assignments
<u>3 ECTS</u>	

Forms of Teaching

» Seminar

» two hours once a week

» Metodičke vježbe

» Course is based on the experiential learning model in order to develop professional skills necessary for work with parents: developing parental workshop, parental motivational leaflet, application of research findings in work with parents

» Terenske vježbe

» reflection note related to experience of one practical group encounter with parents

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*, Naklada Pelago



Obradović-Čudina, M.; Obradović, J. (2006). *Psihologija braka i obitelji.*, Golden marketing - Tehnička knjiga d.d-

Additional Literature



Čudina Obradović, M., Obradović, J. (2003). *Potporna roditeljstvu: izazovi i mogućnosti.*, Revija za socijalnu politiku, 10 (1)



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



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

Conducting Psychological Research

53876

Lecturer in Charge



Prof. dr.sc.
Josip Burušić

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.

Study Programmes

» Psychology (Studij) (*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.

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Exercises 15

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 x 5 = 25 points; Writing a clear theoretical paper with a research method elaboration - 25 points;

Screening of student's work

- 0.2 ECTS Pohađanje nastave [EN]
- 0.5 ECTS Kolokviji [EN]
- 0.4 ECTS Seminarski rad [EN]
- 0.4 ECTS Projekt [EN]
- 1.5 ECTS

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

Forms of Teaching

- » Predavanja
 - » na
- » Seminar
 - » na

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



Frederick T. L. Leong, James T. Austin (2006). *The Psychology Research Handbook*, SAGE

Additional Literature



Goran Milas (2005). *Istraživačke metode u psihologiji i drugim društvenim znanostima*

Similar Courses

- » Eksperimentalne metode, Oxford

Contemporary Croatian Literature in the Old Diaspora

57145



Lecturer in Charge



Izv. prof. dr.sc.
Sanja Vulić
Vranković

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

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

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.

Study Programmes

- » Science Stream (Smjer) (*elective courses 2, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*elective courses 2, 4th semester, 2nd 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.

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 Syrmia 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,*
Trajštof



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

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.

Study Programmes

» Sociology (Studij) (*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.

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 30

Teaching Assistant

Andreja Sršen, dr. sc.

Grading

1. Written exam / colloquia: 60% 2. Seminars: 25% 3. Oral exam: 15%



Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 2 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 1 ECTS Usmeni ispit [EN]
- 6 ECTS

Forms of Teaching

- » Predavanja
 - » croatian / german
- » Seminar
 - » croatian / english / german

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



Beck, Ulrich i Edgar Grande (2006). *Kozmopolitska Europa: društvo i politika u drugoj moderniji*, 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



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

Additional Literature



Habermas, Jürgen (1990).
*Tumačenje uz pojam
komunikativnog djelovanja*, u:
*Vjeran Katunarić (ur.) Teorija
društva u Frankfurtskojškoli,*
Sociološka hrestomatija,
Zagreb: Naprijed



Hechter, Michael i Satoshi
Kanazawa (1997).
*Sociological Rational Choice
Theory*, u: *Annual Review of
Sociology*, 23



Latour, Bruno (2005).
*Nikada nismo bili moderni:
ogled iz simetrične
antropologije*, Zagreb: Arkzin
: AIIR



Luhmann, Niklas (2011).
Društvo društva, Zagreb:
Naklada Breza



Skocpol, Theda (2004).
*Uporaba komparativne
historije u makrosocijalnom
ispitivanju*, u: *Uvod u
komparativnu historiju,*
Drago Roksandić (ur.)

Contemporary Tendencies in Cultural Theory 144606

Lecturer in Charge



Izv. prof. dr.sc.
Renato Matić

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Lecturer
doc. dr. sc. Anita Dremel

Course Description

Study Programmes

» Science Stream (Smjer) (*required course, 3rd semester, 2nd year*)

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Kolokviji [EN]
- 1 ECTS Pismeni ispit [EN]
- 0 ECTS Referat [EN]
- 1 ECTS Seminarski rad [EN]
- 5 ECTS

Forms of Teaching

- » Predavanja
- » Seminar

Literature



Milner, A. & Browitt, J. (2002). *Contemporary Cultural Theory*, Allen & Unwin



Tumino, S. (2011). *Cultural Theory After the Contemporary*, Palgrave MacMillan



Edwards, T. (2007). *Cultural Theory: Classical and Contemporary Positions*, Sage Publications



Correlation Practicum in the Methodology of Teaching 144745



Lecturers in Charge



Prof. dr.sc.
Marko Pranjić



Lekt.
Zdravka Martinić-
Jerčić

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.

Study Programmes

- » Psychology (Studij) (*elective (teaching module), 2nd semester, 1st year*)
- » Psychology (Studij) (*elective (teaching module), 4th semester, 2nd year*)
- » Teaching stream (Smjer) (*required course, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*required course, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*required course, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*required course, 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.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Exercises 30

Seminar 15

Teaching Assistants

Ivana Čosić, dr. sc.

doc. dr. sc. Anita Dremel

Dunja Jurić

Lovorka Mađarević, dr. sc.

Anela Mateljak Popić, dr. sc.

Bruno Pušić

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.

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;

Forms of Teaching

» Seminar

- » Students need to design one teacher master class plan and one plan for parent meeting.

» Vježbe u praktikumu

- » 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.

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

Similar Courses

» Teacher education, Oxford

Creative Techniques in Psychotherapy and Counselling

147470



Lecturers in Charge



Doc. dr.sc.
Adrijana Koščec
Duknić



Doc. dr.sc.
Eva Anđela Delale

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.

Study Programmes

» Psychology (Studij) (*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.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
Exercises 30

Grading

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

Prerequisites

Psychotherapy Modalities
Psychological Counselling

Forms of Teaching

» Seminar

» twice a month, four classes

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, Fraktura*

Additional Literature



Nathan, A. A. i Mirviss, S. (2002). *Therapy Techniques Using the Creative Arts.*, Ravensdale: Idyll Arbor. Inc.

Criminology of Bullying

148529

Lecturer in Charge



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.

Study Programmes

- » Science Stream (Smjer) (*soc-dipl (4420): elective courses, 1st semester (science stream), 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*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

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 3 ECTS Kolokviji [EN]
- 1 ECTS Seminarski rad [EN]
- 5 ECTS

Forms of Teaching

- » Predavanja
 - » Processing of teaching material
- » Seminar

ECTS Credits 5.0

English Level L3

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Valentina Asančaić

Grading

1. colloquium 25% 2. colloquium
25% Written seminar 25%
Active participation in
seminars 25%



- » Students read in advance the default text and continue the process of learning in the class on the basis of discussion about this and other group activities.

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, Nakladni zavod Globus

Additional Literature



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



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

Similar Courses

- » Violence - A Multidisciplinary Inquiry, Oxford

Critical Thinking in Sociology

132300

Lecturer in Charge



Izv. prof. dr.sc.
Renato Matic

Course Description

To train students for the interpretation of ideas and author's contributions; analysis of basic concepts that have arisen as a result of the development of critical thought in sociology primarily through the activity of the Frankfurt School.

Study Programmes

- » Science Stream (Smjer) (*required course, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*required course, 2nd semester, 1st year*)

Learning Outcomes

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

1. Define the terms and theoretical concepts developed as a part of critical thought
2. Interpret correctly the widest range of theoretical perspectives and authors' contributions to critical thinking in sociology
3. Argue the importance of developing critical thinking in social sciences
4. Analyze social phenomena using the basic concepts and approaches that have arisen as a result of the development of critical thought in sociology primarily through the activity of the Frankfurt School
5. Demonstrate the ability to recognize the autonomous process of institutionalization of ideology; doubt the ultimate truth about society
6. Compare and contrast the dialectical critical approach to social phenomena as opposed to the empirical analytical one

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

Grading

Attending classes and active participation brings 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 60% (excellent).



General Competencies

Read and interpret classical sociological texts in light of philosophical influence on them,
 correctly interpret the basic concepts of the profession,
 differentiate, classify and compare different theories of society,
 argue the pros and cons of different rationales behind the theoretical and methodological paradigms / programs,
 analyze the adequacy of contemporary social theory regarding actual empirical situation and social and cultural conditions ,
 correctly interpret the importance of teaching classical sociological theory in its generality and specificity,
 analyze the diachronic development of thinking about society,
 interpret philosophical and critical basics of discipline,
 apply the lessons learned to the analysis of research achievements,
 synthesize lessons learned through the efforts of its contribution through the writing of a paper, oral presentations and asking critical questions.

Week by Week Schedule

1. Introduction
2. What is critical thought
3. Significant authors and ideas of critical thought before the Frankfurt School
4. The social and historical circumstances that preceded the establishment of the Institute for Social Research in Frankfurt
5. The mission of the Institute and of the activity: the initial year, sheltering from Nazi persecution, work in the United States, and the return in the post-war era
6. Max Horkheimer
7. Theodor Wiesegrund Adorno
8. Herbert Marcuse
9. Erich Fromm
10. Franz L. Neumann
11. Jürgen Habermas
12. "Post-Frankfurt" period of critical thought
13. Critical thought in national sociology
14. Seminar presentations and discussion
15. Seminar presentations and discussion

Literature



Katunarić, V. (1990.) Teorija društva u Frankfurtskoj školi, Naprijed, Zagreb



Jay, Martin: Dijalektička imaginacija: povijest Frankfurtske škole i Instituta za socijalno istraživanje 1923-1950. Svjetlost, Sarajevo, Globus, Zagreb



Puhovski, Žarko (1989) Um i društvenost: filozofija politike "Frankfurtske škole" od 1932. do 1945. Fakultet političkih nauka, Zagreb

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

Lectures 30

Grading

Two essays during the semester. Paper at the end.

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.

Study Programmes

» Science Stream (Smjer) (*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.

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 Hergesić, 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. Egzamples: 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

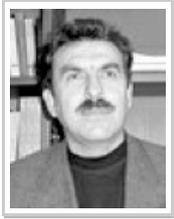


Raspudić, Nino (2010). *Jadranski (polu)orijentalizam: Prikaz Hrvatsa u talijanskoj književnosti*, Naklada Jurčić, Zagreb

Croatian Educational Thought in the Renaissance

61962

Lecturer in Charge



Doc. dr.sc.
Marinko Šišak

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

Course Description

Study Programmes

- » Teaching stream (Smjer) (*elective courses, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 4th semester, 2nd year*)

Croatian Educators – the Enlightenment

61956

Lecturer in Charge



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.

Study Programmes

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

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Filip Brčić, mag. hist.

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).



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.

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
Vranković

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).

Study Programmes

- » Communication Sciences (Studij) (*elective courses, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*elective courses 2, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*elective courses 2, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*kro - dipl (130 96): elective courses 1 (teaching stream), 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.

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

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

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.



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

147177

Lecturer in Charge



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.

Study Programmes

» Teaching Stream (Smjer) (*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.

Forms of Teaching

- » Predavanja
 - » lectures
- » Seminar
 - » seminar, linguistic workshop

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

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

Similar Courses

- » Teorija standardnoga jezika, Oxford

Croatian Writers of European Reference

57132

Lecturer in Charge



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.

Study Programmes

» Science Stream (Smjer) (*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.

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".

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

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

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). *No madi 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



Doc. dr.sc.
Marina Šimunić
Bursić

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

Grading

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

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.

Study Programmes

» Science Stream (Smjer) (*kro-dipl (4422): 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. 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.

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



Radovan Ivančević (1993). *Umjetničko blago Hrvatske*, Motovun



(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*



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



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

Cultural History

53920

Lecturer in Charge



Prof. dr.sc.
Mijo Korade

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.

Study Programmes

» History (Studij) (*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;

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Esej [EN]
- 2 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 5 ECTS

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours
Lectures 30

Lecturer
Eva Katarina Glazer, dr. sc.

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.



Forms of Teaching

- » Predavanja
- » lecture

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



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



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



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

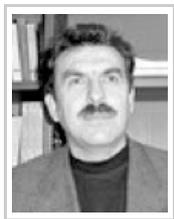


Nugue, C. et al. (2000).
Velike civilizacije svijeta,
Extrade, Rijeka

Culture, Identity and Globalization

57218

Lecturer in Charge



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.

Study Programmes

- » Communication Sciences (Studij) (*elective courses, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*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.
5. Analyze theories of culture
6. Analyze modernism and postmodernism and the concept of globalization

General Competencies

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

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

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

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



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



Ulrich Beck (2003). *Što je globalizacija?*, Vizura, Zagreb



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



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



Doc. dr.sc.
Dario Pavić

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 30

Grading

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

Course Description

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

Study Programmes

» Science Stream (Smjer) (*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.
5. Explain the basic types of demographic data sources
6. Explain the fundamental social causes of demographic change

General Competencies

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

Outline the opposing view points 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.

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

144712

Lecturer in Charge



Doc. dr.sc.
Eva Anđela Delale

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.

Study Programmes

- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year*)
- » Teaching stream (Smjer) (*required course, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required course, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required course, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*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.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

Teaching Assistant

Lovorka Brajković, dr. sc.

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.



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.

Forms of Teaching

» Predavanja

» once a week two hours

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



Doc. dr.sc.
Eva Anđela Delale

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.

Study Programmes

» Psychology (Studij) (*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;

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

Grading

During the semester students are required to write and present case study and group seminar paper. Individual and group contribution, class presentation and discussion is monitored and evaluated, and the quality of the seminar paper and oral presentation contributes 40% to the final grade. Students' performance on written exam during the first and the second half of the semester or one final written exam contributes 60% 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.

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.

Screening of student's work

- 0.3 ECTS Pohađanje nastave [EN]
- 2.1 ECTS Pismeni ispit [EN]
- 0.8 ECTS Seminarski rad [EN]
- 0.4 ECTS interview and/or data gathering for case study
- 0.4 ECTS group presentation

- 4 ECTS

Forms of Teaching

- » Predavanja
 - » twice a week
- » Seminar
 - » two hours once in two weeks
- » Terenske vježbe
 - » interview and/or data gathering for case study

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. Children's ombudsman; The Convention of the Rights of the Child
5. Educational system
6. Public health. Behaviors related to health of children and youth in the social context-research results.
7. Socioeconomic status and poverty: Effects on parenting and child development, methodological and ethical considerations
8. Culture and parenting: Parental ethnotheories and child-rearing practices

9. Social care system, work with children without parents. Family in contemporary society: Changes, challenges and the role in the development of children and youth. Conflict divorces.
10. Family and work: The impact of egzosystem on child-rearing. Employment of parents and parenting.
11. Neighbourhood and community effects on children and their families: risk and protective factors of development, resilience and coping, intervention programs.
12. Youth in the 21st century: postadolescence, social changes and growing up in a contemporary society - challenges and difficulties.
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



Berk, L. (2007). *Psihologija cjeloživotnog razvoja*. Jastrebarsko: Naklada Slap., Jastrebarsko:Slap



Klarin, M. (2006). *Razvoj djece u socijalnom kontekstu.*, Jastrebarsko:Naklada Slap

Additional Literature



Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*, 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 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

Lectures 30

Grading

Class attendance, acquired knowledge tested in a written exam.

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.

Study Programmes

- » Science Stream (Smjer) (*elective courses 2, 1st semester, 1st year*)
- » Science Stream (Smjer) (*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

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.

Deviance at the Workplace

144630

Lecturer in Charge



Izv. prof. dr.sc.
Irena Cajner
Mraović

Course Description

The main objective of the course is to improve students' understanding of the diversity of deviant behaviour in the workplace. The course provides an overview of the most significant theoretical concepts and the most recent empirical data in the field of deviance at the workplace. Students will be given the opportunity to familiarize with different theoretical, empirical and practical approaches to deviance in the workplace in different countries. The course enables students to understand, manage and further explore different forms of deviant behaviour at the workplace.

Study Programmes

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

Learning Outcomes

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

1. Describe typologies of deviance at the workplace
2. Explain the key issues in understanding patterns of destructive and constructive deviance at the workplace
3. Explain the key issues in explaining patterns of workplace incivility
4. Explain the key issues in explaining patterns of substance abuse at the workplace
5. Explain the key issues in explaining deception and theft at the workplace
6. Explain the key issues in explaining corporate deviance, corruption, scams, fiddles and sabotage at the workplace
7. Explain the key issues in explaining patterns of violence at the workplace
8. Identify the major personal and organizational predictors of deviance at the workplace

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Esej [EN]
- 2 ECTS Kolokviji [EN]
- 4 ECTS

ECTS Credits 4.0

English Level L3

E-learning Level L1

Study Hours

Lectures 30

Lecturer

izv. prof. dr. sc. Branko
Lobnikar

Grading

The first test 25% The second
test 25% Written seminar
essay 25% Research 25%



Forms of Teaching

- » Predavanja
 - » Processing teaching materials

Week by Week Schedule

1. Introduction
2. Typology of deviant behaviour at the workplace. Sorting out the difference: occupational deviance, occupational crime, workplace crime
3. Two-dimensional and multidimensional configuration of deviance in the workplace. Social undermining at the workplace.
4. Destructive and constructive deviance at the workplace: Standards for judging deviance in the workplace; Theoretical framework of destructive and constructive deviance in the workplace.
5. The effects of workplace social capital on misconduct at work. Organisational and ethical climate as correlates of deviance in the workplace: Employee wellness, satisfaction and quality of life in the workplace in relation to workplace deviance.
6. Research
7. The first test
8. Workplace incivility, substance abuse in the workplace, deception and theft in the workplace
9. Corporate deviance. Corruption. Scams, fiddles and sabotage in the workplace
10. Violence at the workplace.
11. Sexual harassment at the workplace
12. Mobbing
13. Second test
14. Group work reports
15. Final remarks

Literature



Gill, M.; Fisher, B. & Bowie, (Eds). (2002). *Violence at work. Causes, patterns and prevention.*, Portland: Willan Publishing



Duffy, M.K., Ganster, D.C., Pagon, M. (2002).) *SOCIAL UNDERMINING IN THE WORKPLACE.*

Similar Courses

- » Workplace Violence, Oxford

Diagnostic Criteria in Clinical Practice

53810

Lecturer in Charge



Prof. dr.sc.
Jasminka Despot
Lučanin

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.

Study Programmes

- » Psychology (Studij) (*elective courses, 1st semester, 1st year*)
- » Psychology (Studij) (*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.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

doc. dr. sc. Ljiljana Pačić Turk

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

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.

Study Programmes

- » Science Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Science Stream (Smjer) (*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 interpretations of historical events,
 differentiate specificities of historical periods.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

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). *Poła 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

Lecturers in Charge



Prof. dr.sc.
Marko Pranjic



Doc. dr.sc.
Marjan Ninčević

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.

Study Programmes

- » Psychology (Studij) (*elective (teaching module), 1st semester, 1st year*)
- » Psychology (Studij) (*elective (teaching module), 3rd semester, 2nd year*)
- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective cou, 1st semester, 1st year*)
- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year*)
- » Teaching stream (Smjer) (*required course, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*required course, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*required course, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*required course, 1st semester, 1st 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)

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

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).

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.

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



*Profesoro va predavanja koja
svake godine do nose novine s
područja didaktičke
publicistike i najnovijih
razmišljanja o pojedino m
didaktičkom problemu
vezano m za nastavu,
nastavnika, učenika, nastavne
planove i programe itd.*

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.

Study Programmes

» Philosophy (Studij) (*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.

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.

ECTS Credits 20.0

English Level Lo

E-learning Level L1

Study Hours

Grading

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



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



prof. dr. sc.
Mladen Ančić



Miroslav Bertoša,
prof. dr. sc.



prof. dr. sc.
Tihomir Cipek



doc. dr. sc.
Ivana Jukić



prof. dr. sc.
Mijo Korade



prof. dr. sc.
Stjepan Matković



doc. dr. sc.
Tomislav Popić



doc. dr. sc.
Mladen Tomorad



Vlatka Vukelić,
dr. sc.

ECTS Credits 30.0

English Level Lo

E-learning Level L1

Study Hours

Grading

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

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.

Study Programmes

» Science Stream (Smjer) (*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.

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.

Directions in Existential Psychotherapy and Logotherapy

76073



Lecturer in Charge



Izv. prof. dr.sc.
Križo Katinić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours
Seminar 30

Grading

Grading according to: (a) class attendance and activity, (b) final written essay, (c) oral exam grade.

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 afflictions and issues related to the resolution of crisis situations.

Study Programmes

» Psychology (Studij) (*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.

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. Indicational fields of logotherapy and existential analysis
Crisis states, inflictions 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, Nadbiskupija Đakovo



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

Domestic Violence

57272

Lecturer in Charge



Izv. prof. dr.sc.
Irena Cajner
Mraović

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.

Study Programmes

- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year*)
- » Teaching stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*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.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours
Lectures 30

Grading

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



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Screening of student's work

- 0.5 ECTS Pohađanje nastave [EN]
 2 ECTS Kolokviji [EN]
 0.5 ECTS Referat [EN]

 3 ECTS

Forms of Teaching

- » Predavanja
 » Processing of teaching material

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 (NN137/09, 14/10)

Similar Courses

- » Family Violence, Oxford

Dubrovnik Republic in the Context of Croatian Cultural History

57147



Lecturer in Charge



Prof. dr.sc.
Stanislava
(Slavica) Stojan

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.

Study Programmes

- » Science Stream (Smjer) (*elective courses 2, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*elective courses 2, 4th semester, 2nd 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.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

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



Izv. prof. dr.sc.
Marino Manin

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.

Study Programmes

» History (Studij) (*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.

Week by Week Schedule

1. Introduction to Economic History: time, space, economic processes

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

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.



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

153303

Lecturer in Charge



Izv. prof. dr.sc.
Adinda Dulčić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Exercises 15

Teaching Assistant

Lidija Čilić Burušić, mr. sc.

Course Description

Study Programmes

- » Teaching stream (Smjer) (*elective courses, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 4th semester, 2nd year*)

Educational Psychology

53870

Lecturer in Charge



Prof. dr.sc.
Andreja Brajša-
Žganec

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.

Study Programmes

» Psychology (Studij) (*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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

Teaching Assistant

Ivana Hanzec

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%.



Screening of student's work

- 0.5 ECTS Pohađanje nastave [EN]
- 2 ECTS Kolokviji [EN]
- 1 ECTS Seminarski rad [EN]
- 0.5 ECTS Praktični rad [EN]

- 4 ECTS

Forms of Teaching

- » Predavanja
 - » interactive lectures
- » Seminar
 - » application of acquired knowledge in individual seminars and group workshops

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. (2014). *Psihologija obrazovanja*, IEP



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



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

Educational Psychology

125926

Lecturer in Charge



Doc. dr.sc.
Marjan Ninčević

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.

Study Programmes

- » Teaching stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st 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..

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours
Lectures 30

Lecturer
Dunja Jurić

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 (+, ++, -).

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.

Forms of Teaching

» Predavanja

» Lectures will be held weekly.

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.

Similar Courses

- » Psychology and Education, Oxford

Education in the Age of Antiquity

118717

Lecturer in Charge



Prof. dr.sc.
Marko Pranjic

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.

Study Programmes

- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year*)
- » Teaching stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st 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.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

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.

Screening of student's work

- 1 ECTS Kolokviji [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 3 ECTS

Forms of Teaching

- » Predavanja
 - » 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.
- » Seminar

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). *Odgoju vrijeme antike*, Digitalna verzija

Elementary Greek

130569

Lecturer in Charge



Lekt.
Zdravka Martinić-
Jerčić

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.

Study Programmes

» Croatian Latinity (Studij) (*required course, 2nd semester, 1st 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.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Exercises 15

Prerequisites for
Elementary Greek II



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



Ajduković, 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)

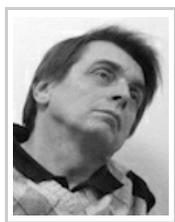


Foshee, V.A, Bauman, K.E., Greene, W.F., Koch, G.G., Linder, G.F., MacDougall, J.E. *The Safe Dates program: 1-year follow-up results.* 1619-1622., American Journal of Public Health, 90(10),

Epistemology 2: Obligatory Seminar

53887

Lecturer in Charge



Prof. dr.sc.
Josip Talanga

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..

Study Programmes

» Philosophy (Studij) (*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).

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
Seminar 30

Teaching Assistant
Ana Butković, dr. sc.

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.



Screening of student's work

3 ECTS Kolokviji [EN]

1 ECTS Referat [EN]

4 ECTS

Forms of Teaching

» Seminar

» Students' oral presentations combined with the text analysis of the relevant passages in the given literature, the analysis of the concepts and the critical evaluation of the arguments and attitudes by pertinent authors.

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). *Vjeronanje, opravdanje i znanje. Suvremene teorije znanja i epistemičkoga opravdanja* (str. 241-265, 301-456), Ibis grafika, Zagreb

Additional Literature



Sosa, E. / Kim, J. / Fantl, J. / McGrath, M. (ur.) (2008). *Epistemology: an anthology*, Blackwell

Similar Courses

» Seminar in Epistemology (UMass, Amherst), Oxford

Ethics 2: Obligatory Seminar

53888

Lecturers in Charge



Izv. prof. dr.sc.
Tomislav
Bračanović



dr.sc.
Lovorka
Mađarević

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.

Study Programmes

» Philosophy (Studij) (*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.

Forms of Teaching

» Seminar

» Two hours of seminar (90 min) per week.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
Seminar 30

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

Similar Courses

» Metaethik, Oxford

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

Lectures 15

Seminar 15

Grading

Active participation in class
10%; seminar
paper/presentation 20%; two
tests 30%; oral exam 40%

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.

Study Programmes

- » Science Stream (Smjer) (*soc-dipl(5393): elective courses, 3rd semester (science stream), 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*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. rememebr 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 cental position in extracontractual regulations and that not only the classification of costs was the iissue 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.

Week by Week Schedule

1. Economic integration in Europe in the 19th and 20th century
2. Economic situation in Europe after World War 1
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 Integration, Dartmouth 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

Lectures 15

Seminar 15

Grading

written exam, seminar paper,
term exam, topic
presentation.

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.

Study Programmes

- » Science Stream (Smjer) (*soc-dipl (4420): elective courses, 1st semester (science stream), 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*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.

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).
Razvojeuropske 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

Lectures 15

Seminar 15

Grading

Written exam, term exam,
seminar paper, presentation.

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.

Study Programmes

- » Science Stream (Smjer) (*soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*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 proces 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.

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 into 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

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.

Study Programmes

» Psychology (Studij) (*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
5. Evaluate benefits and limitations of construction and translation of instruments

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.

Screening of student's work

- 0.5 ECTS Pohadanje nastave [EN]
- 1 ECTS Istraživanje [EN]
- 1 ECTS Usmeni ispit [EN]
- 0.5 ECTS Praktični rad [EN]

- 3 ECTS

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
Exercises 30

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.



Forms of Teaching

- » Predavanja
 - » Lectures are held in cycles.
- » Metodičke vježbe
 - » Practicals include reading and analyzing scientific articles, as well as filling in and constructing a personality questionnaire.

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

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.

Study Programmes

» Psychology (Studij) (*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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Exercises 15

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



Fulgoši, 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

Exercises 10

Grading

Written work.

Course Description

The aim of the course is to show students the scene of historic events and bring them some important historical events.

Study Programmes

- » Science Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*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.



Forensic Psychology

53786

Lecturer in Charge



Doc. dr.sc.
Ines Sučić

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.

Study Programmes

- » Psychology (Studij) (*elective courses, 1st semester, 1st year*)
- » Psychology (Studij) (*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.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

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

144794

Lecturer in Charge



Doc. dr.sc.
Šime Demo

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.

Study Programmes

» Croatian Latinity (Studij) (*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.

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)

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	
Lectures	30
Exercises	15
Seminar	15

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.



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



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

Lectures 15

Seminar 15

Grading

100% exam.

Navigation icons: Sun, COM, CRO, CRO-S, CRO-T, HIS, PHI, PHI-S, PHI-T, PSY, SCI, SCI, SOC, TEA, TEA

Course Description

Course description

e-learning level 1

english level 2

Competency

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.

Learning Outcomes

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

Week plan

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 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 Merk;
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;

Grading

100% exam.

Study Programmes

- » Communication Sciences (Studij) (*elective courses, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*required course, 4th semester, 2nd 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.

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). *Uvodu geopolitiku*, Politička kultura



Materijali s predavanja

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.

Study Programmes

» Croatology (Studij) (*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.

Screening of student's work

10 ECTS Istraživanje [EN]
 10 ECTS Praktični rad [EN]
 20 ECTS

Forms of Teaching

» Auditorne vježbe

ECTS Credits 20.0

English Level Lo

E-learning Level L1

Study Hours

Grading

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



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» Problem solving oriented class

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.

Additional Literature



Dubravka Oraić Tolić (2011). *Akademsko pismo*, Academica

Similar Courses

» Diplomski rad, Oxford

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.

Study Programmes

» Sociology (Studij) (*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.

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.

ECTS Credits 20.0

English Level Lo

E-learning Level L1

Study Hours

Grading

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



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.

Study Programmes

- » Communication Sciences (Studij) (*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.

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.

ECTS Credits 30.0

English Level Lo

E-learning Level L1

Study Hours

Grading

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



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TEA

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.

Group Processes and Impacts

130563

Lecturer in Charge



Prof. dr.sc.
Renata Franc

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.

Study Programmes

» Psychology (Studij) (*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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

Teaching Assistants

Jelena Maričić, dr. sc.

Marina Štambuk, dr. sc.

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%



Screening of student's work

1.8 ECTS	Pohađanje nastave [EN]
1 ECTS	Kolokviji [EN]
0.6 ECTS	Seminarski rad [EN]
0.6 ECTS	Usmeni ispit [EN]
<u>4 ECTS</u>	

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

Lecturer in Charge



Prof. dr.sc.
Jasminka Despot
Lučanin

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.

Study Programmes

» Psychology (Studij) (*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.

ECTS Credits 4.0

English Level L1

E-learning Level L2

Study Hours

Lectures 30

Seminar 15

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

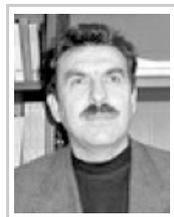
57135



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
Lectures 30

Grading

Student's involvement in debated topics based on spontaneous or planned discussions is being estimated. Preparing presentation for the fieldwork.

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.

Study Programmes

» Science Stream (Smjer) (*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.
5. Identify the specifics of Croatian culture
6. Identify the impacts of certain European cultures in the history of Croatian culture

General Competencies

Define and argue the layering, influences and pervasiveness of the Croatian culture with other cultures in contact synchronically and diachronically.

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 Maria 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

Additional Literature



Radoslav Katičić (1998). *Litterarum studia*, Matica hrvatska

History and Archeology

62008

Lecturer in Charge



Doc. dr.sc.
Mladen Tomorad

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.

Study Programmes

- » Science Stream (Smjer) (*archival and historical sciences, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*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.

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Istraživanje [EN]
- 1 ECTS Seminarski rad [EN]
- 2 ECTS Usmeni ispit [EN]
- 5 ECTS

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours
Lectures 30Lecturer
Eva Katarina Glazer, dr. sc.

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.



Forms of Teaching

- » Predavanja
 - » lecture
- » Seminar
 - » students prepare short lecture about chosen archaeological site
- » Terenske vježbe
 - » students visit several museums in Zagreb and archaeological park Andautonia

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 Krleža, Zagreb

History of Christianity in Croatia

57136

Lecturer in Charge



Prof. dr.sc.
Mijo Korade

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.

Study Programmes

» Science Stream (Smjer) (*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.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

Lecturer
Mislav Kovačić, dr. sc.

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.
Tomislav Šakić

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.

Study Programmes

- » Communication Sciences (Studij) (*elective courses, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*elective courses, 3rd semester, 2nd year*)
- » Science Stream (Smjer) (*required course, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*kro-dipl (4423): elective courses I, 1st semester (teaching stream), 1st semester, 1st 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).

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

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 Miletić
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 1959s
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). *Uvodu povijest hrvatskog igranog filma*, Leykam international, Zagreb



Škrabalo, Ivo (2008). *Hrvatska filmska povijest ukrajno (1896.-2006.)*, V.B.Z. i Hrvatski filmski savez



Turković, Hrvoje (2005). "Filmske pedesete", *Hrvatski filmski ljetopis, god. 11., br. 41., str. 122-131.*

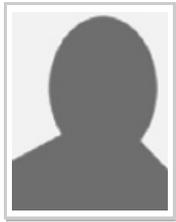


Turković, Hrvoje (2009). "Filmski modernizam u ideološkom i populističkom okruženju", *Hrvatski filmski ljetopis, god. 15., br. 59., str. 92-106.*

History of happiness – in spite of events

144949

Lecturer in Charge



Prof. dr.sc.
Miroslav Bertoša

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours Seminar 30

Course Description

Study Programmes

- » Science Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)



History of parliamentarism in Croatia

130517

Lecturer in Charge



Prof. dr.sc.
Stjepan Matković

Course Description

This course is an introduction to the parliamentary history of Croatia from the beginning of the 19th century to the 1950s. Survey covers development of the Croatian Diets/Parliaments within different states, i. e. Habsburg Monarchy, Kingdom of Serbs, Croats, and Slovenes/Yugoslavia, Independent State of Croatia, and Federal People's Republic of Yugoslavia.

Study Programmes

- » Science Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 4th semester, 2nd year*)

Learning Outcomes

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

1. Identify parliamentary experience in the Croatian history of the 19th and 20th centuries
2. Analyze various sources relating to the Croatian parliamentary history
3. Interpret the parliamentary structures
4. Compare characteristics of the parliamentarism within different multinational unions
5. Distinguish political systems between various states
6. Illustrate the election results for understanding of parliamentary function: who had political power

Screening of student's work

1 ECTS Pohadanje nastave [EN]
1 ECTS Seminarski rad [EN]
2 ECTS Usmeni ispit [EN]

4 ECTS

Forms of Teaching

- » Predavanja
 - » Lectures will provide an overview of basic themes concerning to the development of parliamentarism in the Croatian case and give incentives to the students for discussion
- » Seminar

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours
Seminar 30

Grading

Student with active part in discussion sessions will be stimulated. Before final exam, student has to complete research paper.



» Seminar exercise will be planned and carried out in written form.

Week by Week Schedule

1. Introduction to Croatian Parliamentary History, Historiographical Overview, and Core Sources
2. Estates of Parliaments: Heritage
3. Croatian Parliament/Diet in 1848: Beginning of Representative Parliament
4. Croatian Parliament/Diet in 1861: Restoration of Constitutionality
5. Imperial Council (Reichsrat: Parties and Parliamentary Clubs from Croatian Lands involved in Vienna's Parliament
6. Dalmatian Provincial Diet
7. Istrian Provincial Diet and Bosnian-Herzegovian Diet
8. Main Characteristics of the Croatian Parliament during Dualism: between Constitutionality and Authoritarian Rules
9. Croatian Parliament during the First World War: Wartime Sessions
10. National Council of Slovenes, Croats, and Serbs: Parliamentary Experience in a time of Upheaval
11. Provisional National Representation of the Kingdom of Serbs, Croats, and Slovenes
12. National Parliament of the Kingdom of Serbs, Croats, and Slovenes
13. Senate of the Kingdom of Yugoslavia: Upper House's Experiment
14. Croatian State Parliament in 1942
15. Parliament of the People's Republic of Croatia

Literature



Ivo Perić (2000). *Hrvatski državni sabor 1848.-2000., knj. 1-3, Dom i svijet; Hrvatski državni sabor; Hrvatski institut za povijest*



Josip Kolanović, Nikša Stančić, Hodimir Sirotković (1995). *Hrvatski sabor, Školska knjiga*



Nada Kisić Kolanović (1995). *Hrvatski državni sabor Nezavisne Države Hrvatske 1942., Časopis za suvremenu povijest, Hrvatski institut za povijest*



Zlatko Matijević, Marina Štambuk-Škalić (2008). *Narodno vijeće Slovenaca, Hrvata i Srba u Zagrebu 1918.-1919.: izabrani dokumenti, Hrvatski državni arhiv*

Similar Courses

» Zeitungen, Parlamente, Volksaufläufe. Öffentlichkeiten und Politik in den Europäischen Revolutionen von 1848-1851, Oxford

Human Resources Management

53799

Lecturer in Charge



Doc. dr.sc.
Toni Babarović

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Exercises 15

Grading

Activity at classes - 20%;
Project tasks - 30%; Written
exam - 50%.

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.

Study Programmes

» Psychology (Studij) (*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.

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



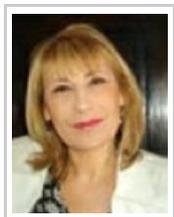
Šverko, B. (2012) *Ljudski potencijali usmjeravanje, odabir i osposobljavanje*, Hrvatska sveučilišna naklada, Zagreb

Image, Reputation Management and Lobbying

57248



Lecturer in Charge



Izv. prof. dr.sc.
Nada Zgrabljic
Rotar

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.

Study Programmes

» Communication Sciences (Studij) (*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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Exercises 30

Teaching Assistant

Dijana Kobas Dešković

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

Lectures 15

Seminar 15

Grading

Written exam, term exam,
seminar, presentation.

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.

Study Programmes

- » Science Stream (Smjer) (*soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*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

Week by Week Schedule

1. Discussions about Future of Europaen 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

Lectures 30

Grading

Written exam, term exam,
seminar, presentation.

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.

Study Programmes

- » Science Stream (Smjer) (*soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*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.

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 Historical Science

57158

Lecturer in Charge



Prof. dr.sc.
Mladen Ančić

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.

Study Programmes

» Science Stream (Smjer) (*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

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.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Grading

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



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

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.

Study Programmes

» Science Stream (Smjer) (*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. Sketch 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
7. Apply the ethical codex of scientific and academic profession

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.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Lecturer

Petra Košutar, dr. sc.

Grading

Students are required to attend classes regularly, do homework, participate actively in the course and discuss specific topics.



Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 1 ECTS Referat [EN]
- 1 ECTS Usmeni ispit [EN]
- 5 ECTS

Forms of Teaching

- » Predavanja
 - » Two hours of lectures per week.

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

Similar Courses

- » Uvod u znanstveni rad, Oxford
- » Metodologija znanstvenog rada, Oxford

Introduction to Sociolinguistics

133474

Lecturers in Charge



Izv. prof. dr.sc.
Danijel Labaš



V. pred. dr.sc.
Lucija Miškulin
Saletović

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.

Study Programmes

- » Communication Sciences (Studij) (*elective courses, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*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

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 20

Seminar 10

Grading

Regular attendance and active participation 15%;
independent assignments 20%;
presentation 20%; written exam 25%; oral exam 20%.



Screening of student's work

0.5 ECTS	Pohađanje nastave [EN]
1 ECTS	Pismeni ispit [EN]
1 ECTS	Referat [EN]
1.5 ECTS	Usmeni ispit [EN]
1 ECTS	Projekt [EN]
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5 ECTS	

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

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.

Study Programmes

» Science Stream (Smjer) (*kro-dipl* (4422): *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 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.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Grading

Class effort, quality of essays and presentations, knowledge demonstrated in the oral exam are considered in the final grade.

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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.

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

Ivana Brlić-Mažuranić**130433****Lecturer in Charge**

Doc. dr.sc.
Dubravka Zima

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Course Description**Study Programmes**

- » Teaching Stream (Smjer) (*kro-dipl (13096): elective courses 1 (teaching stream), 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*kro-dipl (13096): elective courses 1 (teaching stream), 3rd semester, 2nd year*)

Journalism as a Profession: Practicum

57212

Lecturer in Charge



Izv. prof. dr.sc.
Nada Zgrabljic
Rotar

Course Description

Enable the students to navigate the environment of a newspaper office and for writing a significant number of journalistic genres

Study Programmes

» Communication Sciences (Studij) (*media, 2nd semester, 1st 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;

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

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours

Exercises 60

Teaching Assistant

Andreja Bratic, dipl.nov.

Grading

100% practical work



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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 objavještavanja, Zagreb: Informator 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

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Class activity 20%, seminar assignment 30%, exam 50%.

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.

Study Programmes

- » Science Stream (Smjer) (*elective courses 2, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*elective courses 2, 4th semester, 2nd year*)
- » Science Stream (Smjer) (*kro-dipl (4422): elective courses 1, 2nd semester (science stream), 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*kro-dipl (13096): elective courses 1 (teaching stream), 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.

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

Latin Paleography and Epigraphy

86899

Lecturer in Charge



Prof. dr.sc.
Franjo Šanjek

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.

Study Programmes

» Croatian Latinity (Studij) (*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.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Exercises 15

Seminar 15

Teaching Assistant

doc. dr. sc. Branka Grbavac

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 alphabeth,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. Benevetan 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 Ćika, 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. Sribal revival in the period of 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 minsucule 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



Bernhard Bischoff (1990).
Latin Palaeography: Antiquity and the Middle Ages, Cambridge University Press



Robert Matijašić (2002).
Uvod u latinsku epigrafiju, Sveučilište u Puli, Filozofski fakultet



Jakov Stipišić (1991).
Pomoćne povijesne znanosti u teoriji i praksi, Školska knjiga (2. dopunjeno)



Vedrana Delonga (1996).
Latinski epigrafički spomenici u rano srednjovjekovnoj Hrvatskoj, Muzej hrvatskih arheoloških spomenika, Split

Legal and Ethical Public Relations Standards

64756

Lecturer in Charge



V. pred. mr.sc.
Zdeslav Milas

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Vladimir Preselj, mag. comm.

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).

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.

Study Programmes

- » Communication Sciences (Studij) (*public relations, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*public relations, 3rd 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;

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)]

Legal Bases and Pedagogical Documentation

53900

Lecturer in Charge



Prof. dr.sc.
Marko Pranjic

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.

Study Programmes

- » Psychology (Studij) (*elective (teaching module), 1st semester, 1st year*)
- » Psychology (Studij) (*elective (teaching module), 3rd semester, 2nd year*)
- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective cou, 1st semester, 1st year*)
- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year*)
- » Teaching stream (Smjer) (*required course, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*required course, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*required course, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*required course, 1st semester, 1st 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.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30Lecturer
Renata Burai, dr. sc.

Grading
Homework assignments, feedback information from students regarding the course content and its realization, written exam.



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.

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

147174

Lecturer in Charge



Prof. dr.sc.
Branka Tafra

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.

Study Programmes

» Croatology (Studij) (*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.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

Teaching Assistant

Petra Košutar, dr. sc.

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.

Forms of Teaching

- » Predavanja
 - » lectures
- » Seminar
 - » seminar

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

Similar Courses

- » Suvremena hrvatska leksikologija, Oxford

Linguistic Diversity and Language Policies in Croatia and the EU 144892

Lecturer in Charge



Doc. dr.sc.
Jelena Jurišić

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Klara Bilić-Meštrić, dr. sc.

Course Description

Study Programmes

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



Literature and Culture of Croats in the Diaspora

126030



Lecturer in Charge



Izv. prof. dr.sc.
Sanja Vulić
Vranković

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

Grading

Final exam - 100 %.

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.

Study Programmes

» Science Stream (Smjer) (*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.

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) Ogovorima 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

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

Study Programmes

» Science Stream (Smjer) (*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.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

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

Logic 3

53885

Lecturer in Charge



Prof. dr.sc.
Srećko Kovač

Course Description

To give students insight into basic concepts and method of modal logic; to give them basic historic orientation in the development of modal logic; to show a possible application of modal logic in reasoning about knowledge and belief, events in time, and obligations; to show the application of modal logic in collective and social reasoning, including the case of a possible inconsistency of a reasoning group.

Study Programmes

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

Learning Outcomes

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

1. After successfully finished course students will be able to
2. - describe basic general modal logical concepts,
3. - better understand the modal logical meaning of Croatian sentences,
4. - show and demonstrate the main specific features of single standard modal logics ,
5. - intuitively schematize modal models and study them by means of these schemes,
6. - build a modal tableau and a simpler modal proof.

General Competencies

After successfully finished course students will be able to - describe and interpret some main philosophical concepts (necessity, possibility, time, knowledge, belief, obligation) by means of modal logic , - apply formal logical means in a philosophical discourse and in the analysis of a philosophical text, - describe and understand, by means of modal logic, some characteristics of the social discourse.

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

Teaching Assistant

Dragana Sekulić, dr. sc.

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. General modal logic: general concepts of necessity and possibility, a historical introduction, 2+1; distinct types of modality (knowledge, belief, time, obligation) and standard models in propositional modal logic, modern history of modal logic, 2+1; different kinds of the accessibility relation (e.g. reflexivity, symmetry, transitivity, euclidity), 2+1; reduction of modalities and classes of models, 2+1; modal tableau, 2+1, normal modal systems (e.g. K, T, B, S₄, S₅), 2+1, decidability, soundness, and completeness in propositional modal logic, 2x (2+1);
2. Application of modal logic: epistemic logic (knowledge and belief, common knowledge, distributed knowledge, logical omniscience and non-standard models), 2 x (2+1), logic of time (linear order in time), 2 x (2+1); discussive logic (discussive conditional and conjunction, inconsistency-tolerant logic), 2+1; first-order modal logic (models and philosophical assumptions and implications) 2 x (2+1) .
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Literature



Blackburn, P., de Rijke, M., Venema, I.: Modal logic. Cambridge UP, 2001, str. 1-99, 123-166, 188-229



Brkić, S.: Epistemička logika i dinamika vjerovanja. Zagreb: Jurčić, 1997., 250 str.



Konynadyk, K.: Introductory Modal Logic. Notre Dame: Notre Dame University Press, 1986., 133 str.



Kovač, S.: Modalna logika: nacrt. <http://filist.fizg.hr/~skovac/index.html> 41 str.

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

Lectures 15

Seminar 15

Grading

100% exam.

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.

Study Programmes

» Communication Sciences (Studij) (*media, 2nd semester, 1st 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.

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).
McQuails Mass Communication Theory, 6th ed. (odabrane stranice), SAGE Publications, London



Kunczik, M., Zipfel, A. (2006). *Uvodu znanost o medijima i komunikologiju (odabrane stranice)*, Zaklada Friedrich Ebert, Zagreb



Manuel Castells (2000).
Informacijsko doba: Ekonomija, društvo i kultura - sv.1., Uspón umreženog društva, Golden marketing, Zagreb



Manuel Castells (2003).
Informacijsko doba: Ekonomija, društvo i kultura - Krajtisuđjeća, sv. 3., Golden marketing, Zagreb



Ben H. Bagdikian (2004).
The New Media monopoly (odabrane stranice), Beacon Press, Boston



Paul Levinson: Digitalni Mcluhan vodič za novo doba, Izvori, Zagreb 2001. str. 50;



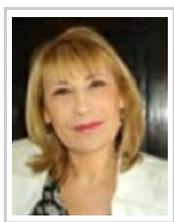
Arjen Mulder: Understanding Media Theory: Language, Image, Sound, Behavior, V2./NAi Publishers, 2004. - str. 202.

Mass Communication: Cultural Aspects

63567



Lecturer in Charge



Izv. prof. dr.sc.
Nada Zgrabljic
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.

Study Programmes

» Communication Sciences (Studij) (*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
5. Identify 4 types of cultures in mass media.
6. Distinguish and monitor the cultural contents in different media.
7. Distinguish and interpret the relation between culture and politics in media presentation.
8. Define the terms associated to the popular culture, high culture, digital culture and traditional culture.

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.

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

100% exam. Exam with 15 questions. Eight correct answers for 2 (8/9-2, 10/11-3, 12/13-4, 14/15-5). Orally examination for best grade.

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 3 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 5 ECTS

Forms of Teaching

- » Predavanja
 - » Yes
- » Seminar
 - » Yes

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.) (2011). *Digitalno doba. Masovni mediji i digitalna kultura*, Sveučilište u Zadru



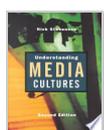
Kellner, Douglas (2004). *Medijska kultura (Media Culture)*, Beograd: Clio



Nada Zgrabljic Rotar (2004). *Radio. Mit i informacija, dijalog i demokracija*, Golden Marketing



Nada Zgrabljic Rotar (ur.) (2005). *Medijska pismenost i civilno društvo*, MediaCentar Sarajevo



Nick Stevenson (2006). *Understanding Media Culture*, SAGE Publiation



Arthur Asa Berger (2006). *Ways to Understand Communication.*, Rowman

Similar Courses

- » Modern Culture and Media Courses, Oxford
- » Cardiff School of Journalism, Media and Cultural Studies, Cardiff University, Oxford

Mass Communication: Political Aspects

57211

Lecturer in Charge



Doc. dr.sc.
Jelena Jurišić

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.

Study Programmes

- » Communication Sciences (Studij) (*media, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*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.

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

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.



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.

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

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.

Study Programmes

» Communication Sciences (Studij) (*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.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

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
Kommunikationswissensch-
aft. Ein Handbuch*, str. 521-
574., Konstanz



Hans-Bernd BROSIUS /
Frederike KOSCHEL (2002).
*Methoden der empirischen
Kommunikationsforschung.
Eine Einfuehrung.*, 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

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.

Study Programmes

- » Communication Sciences (Studij) (*mass communication research, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*mass communication research, 3rd 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

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

10% attendance, 20% participation in discussions, 30% writing a student paper and presentation, 40% student papers, written papers



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.

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.

Study Programmes

» Croatian Latinity (Studij) (*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 methodologies 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.

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.

ECTS Credits 20.0

English Level Lo

E-learning Level L1

Study Hours

Grading

50 % written master thesis; 50 % oral exam before three-part committee



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

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.

Study Programmes

- » Communication Sciences (Studij) (*elective courses, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*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
5. Argue the basic tenets of the most current bioethical topics
6. Gain the skills of preparation PR communications of bioethical themes
7. Learn to prepare analytical matrix for the analysis of media content of the bioethical themes

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.

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Ana Volarić-Mršić, mr. sc.

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).



Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 2 ECTS Seminarski rad [EN]
- 5 ECTS

Forms of Teaching

- » Predavanja
 - » Introduction to the bioethics
- » Seminar
 - » Writing of the seminar
- » Vježbe u praktikumu
 - » presentation of seminar topics
- » Eksperimentalne vježbe
 - » Analysis of the media content from the web

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). *Uvodu 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

Similar Courses

- » The Mass Media and Bioethics in Medical Genetics/The University of the Air, Chiba, Japan, Oxford

Media and National Security

57242

Lecturer in Charge



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.

Study Programmes

» Communication Sciences (Studij) (*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.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

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 Effectiveness

57210

Lecturer in Charge



Izv. prof. dr.sc.
Nada Zgrabljic
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.

Study Programmes

» Communication Sciences (Studij) (*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.
5. Explain the historical development of the empirical research of media effects.
6. Identify a power of different media contents and the power of possible impact to the individual as well as to the sociate.
7. Identify and explain concepts like media agenda, spiral of silence, frame.
8. Use the key scientific terminology in the theory of medi effect.

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.

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

100% exam. Exam with 15 questions. Eight correct answers for 2 (8/9-2, 10/11-3, 12/13-4, 14/15-5). Orally examination for best grade



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PHI

PHI-S

PHI-T

PSY

SCI

SCI

SOC

TEA

TEA

Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 3 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]

- 5 ECTS

Forms of Teaching

- » Predavanja
 - » YES
- » Seminar
 - » YES

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.11, br.1., 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

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.

Study Programmes

- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective co u, 1st semester, 1st year*)
- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective co u, 3rd semester, 2nd year*)
- » Teaching stream (Smjer) (*elective courses, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*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.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Ivan Uldrijan, dipl.nov.

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.

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.)

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)



Čiboci, L., Kanižaj, I., Labaš, D. (2011). *Djeca medija - Od marginalizacije do senzacije*, Matica hrvatska



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



Miliša, Z., Tolić, M., Vertovšek, N. (2009). *Mediji i mladi - prevencija ovisnosti o medijskoj manipulaciji*, Sveučilišna knjižara

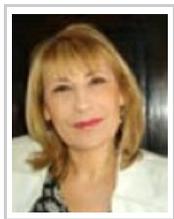


Nadrljanski, M., Nadrljanski, Đ., Bilić, M. (2007). *Digitalni mediji u obrazovanju*, Filozofski fakultet

Media Management

57209

Lecturer in Charge



Izv. prof. dr.sc.
Nada Zgrabljic
Rotar

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.

Study Programmes

» Communication Sciences (Studij) (*required course, 2nd 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 communication, 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;

Week by Week Schedule

1. Public media and the market;
2. Information market - concept, aspects, legal framework, structure,

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Lecturer

Tanja Grmuša

Teaching Assistant

Tanja Grmuša

Grading

50% exam, 50% seminar paper.



- 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 Pedagogy

57234

Lecturer in Charge



Izv. prof. dr.sc.
Danijel Labaš

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.

Study Programmes

- » Communication Sciences (Studij) (*elective courses, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*elective courses, 3rd semester, 2nd year*)
- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective cou, 1st semester, 1st year*)
- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year*)
- » Teaching stream (Smjer) (*dipl-ns-smjer (4407);, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*dipl-ns-smjer (4407);, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*dipl-ns-smjer (4407);, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*dipl-ns-smjer (4407);, 1st semester, 1st 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,

ECTS Credits 3.0

English Level L2

E-learning Level L1

Study Hours
Lectures 30

Lecturer
Lana Ciboci

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.

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.

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 - zato čenici 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). *Uprilog 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

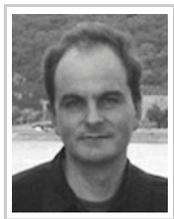


Zgrabljic Rotar, Nada (2007). *Suvremeni koncept medijske pismenosti kao dio komunikacijskih znanosti*, u Mataušić, Juraj Mirko (ur.), *Komunikacijske znanosti. Znanstvene grane i nazivlje*, 72-85., Hrvatski studiji, Zagreb

Metaphysics 2

53880

Lecturer in Charge



Prof. dr.sc.
Filip Grgić

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.

Study Programmes

» Philosophy (Studij) (*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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
Seminar 30

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). *Otumačenje*, 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

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.

Study Programmes

» Teaching Stream (Smjer) (*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.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

Lecturer
Anela Mateljak Popić, dr. sc.

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.



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.

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.

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



Profesoro va predavanja koja svake godine do nose 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 Latin

86901

Lecturer in Charge



Lekt.
Zdravka Martinić-
Jerčić

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.

Study Programmes

» Teaching stream (Smjer) (*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.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

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.



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.

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



Šešelj, Zlatko (1984). *Obrazovni cilji 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



Doc. dr.sc.
Tomislav Janović

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.

Study Programmes

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

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

Lecturers
Rona Bušljeta, dr. sc.
Bruno Pušić

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.



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.

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
 - 1 ECTS Pismeni ispit [EN]
 - 0.5 ECTS Seminarski rad [EN]
 - 0.5 ECTS Prepare one lesson using specific method of teaching.
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- 3 ECTS

Forms of Teaching

» Predavanja

- » Lectures will be held during the course of the whole semester during which students will be familiarised with basic theoretical foundations of Methods of Teaching Philosophy.

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.
12. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
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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, Marko (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji

Additional Literature



Marko Pranjić (2005). *Didaktika*, Golden Marketing



Josip Marinković (1990). *Filozofija kao nastava*, Hrvatsko filozofsko društvo



Igor Miošić *Priručnik za nastavu filozofije*, Profil

Similar Courses

» Metodika nastave filozofije, Oxford

Methods of Teaching Psychology

53847

Lecturer in Charge



Doc. dr.sc.
Nina Pavlin
Bernardić

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.

Study Programmes

- » Psychology (Studij) (*elective (teaching module), 1st semester, 1st year*)
- » Psychology (Studij) (*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.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

Lecturers
Ivana Hanzec
doc. dr. sc. Marjan Ninčević

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.



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.

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 0.5 ECTS Seminarski rad [EN]
- 0.5 ECTS Praktični rad [EN]
- 3 ECTS

Forms of Teaching

- » Predavanja
 - » interactive lectures
- » Metodičke vježbe
 - » preparing and holding a teaching unit in groups

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.
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Literature



Pranjić, M. (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji Sveučilišta u Zagrebu

Additional Literature



Vizek Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2003). *Psihologija obrazovanja*, IEP



Kyriacou, C. (2001). *Temeljna nastavna umijeća*, Educa

Methods of Teaching Sociology

53909

Lecturer in Charge



Izv. prof. dr.sc.
Irena Cajner
Mraović

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.

Study Programmes

» Teaching Stream (Smjer) (*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.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

Lecturer
doc. dr. sc. Anita Dremel

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.



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.

Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

Forms of Teaching

- » Predavanja
 - » lectures direct 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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Literature



Pranjić, M. (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji Sveučilišta u Zagrebu

Additional Literature



Kyriacou, Chris *Temeljna nastavna umijeća*, Zagreb: Educa.

Similar Courses

» MCs in Teacher education social sciences, Oxford

Military History

57176

Lecturer in Charge



Izv. prof. 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.

Study Programmes

» Science Stream (Smjer) (*archival and historical sciences, 1st semester, 1st 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.

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.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

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.



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

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).

Study Programmes

- » Science Stream (Smjer) (*elective courses 2, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*elective courses 2, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*kro-dipl (13096): elective courses 1 (teaching stream), 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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

doc. dr. sc. Suzana Marjanić

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? (Saloma , 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? Krležas 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, Krležas first novel as the Madame Bovary syndrome.
6. U agoniji (1928) or the Laura-ism complex. Ana Borongay as Krležas "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. Krležas 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 Krležas 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 Krležas drama writing was concluded.
11. Lecture 11: 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 Krležas most biographical work of art (I. Frangeš)
13. Zastave (Vol. 3) or about friendship (Kamilo Emerički Joja); Krležas 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 Krležas 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 redoslijedu 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 gošpođice Melanije), *Staromodna pripovijest iz vremena kadje umirala hrvatska moderna* (dostupno izdanje)

Modern and Contemporary History of Bosnia and Herzegovina

79192



Lecturer in Charge



Izv. prof. dr.sc.
Ivica Lučić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours
Seminar 30

Grading

The class attendance is obligatory as well as class activity. They will have written assignments. The exam is oral.

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.

Study Programmes

- » Science Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Science Stream (Smjer) (*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.

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

Modern Physics and Philosophy [Philosophy of Science]

130129



Lecturer in Charge



Doc. dr.sc.
Tihomir Vukelja

Course Description

The objective of the course is to encourage students to ponder about philosophical problems of quantum mechanics. The course offers an overview of the most important interpretations of quantum mechanics and helps students in shaping their own attitude toward the nature of contemporary physics.

Study Programmes

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

Learning Outcomes

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

1. To outline and critically analyse the fundamental problems of philosophy of physics
2. To outline and critically analyse the main views on physical theories
3. To outline and critically analyse the main views on physical experiments
4. To outline and critically analyse the philosophical implications of classical physics
5. To outline and critically analyse the main interpretations of quantum mechanics
6. To outline and critically analyse the philosophical implications of quantum physics

Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Seminarski rad [EN]
- 3 ECTS Usmeni ispit [EN]
- 5 ECTS

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

Grading

The exam is oral, at the end of the course. A student is evaluated on the basis of the knowledge demonstrated at the lecture and seminar discussions, knowledge demonstrated at the exam, and on the basis of the seminar paper grade.

Forms of Teaching

- » Predavanja
 - » Lecturea and discussions
- » Seminar
 - » discussions on specific topics and seminar papers

Week by Week Schedule

1. Introduction: the origin of quantum mechanics and the need for an interpretation. The problem of the nature of 'quanton'– theoretical and experimental aspects of the superposed quantum states and the uncertainty relations: neutron interferometry, the welcher Weg experiments.
2. The quantization of the electromagnetic field and photons: semi-classical theories, Hanbury-Brown and Twiss experiment, one-photon interference, the delayed-choice experiment and the wholeness of quantum phenomena. Stationary states and quantum beats.
3. Discussion of the presented experiments. Experiential level: quantum mechanics and technology. Theoretical level: pure states and mixtures. Interpretative level.
4. Quantum-mechanical realism. Probability in quantum mechanics. Epistemic interpretation, ensembles and propensities.
5. Niels Bohr and the Copenhagen interpretation.
6. Bohm's mechanics and hidden variables.
7. Einstein and statistical interpretation. Quantum logics.
8. Quantum mechanics and classical physics: discussion between Einstein and Bohr on the nature of the theory, the problem of classical limit of quantum mechanics.
9. The problem of time in quantum mechanics: experiments with time interference of neutrons and atoms, decay of unstable state, Franson's experiment and time uncertainty, the time-energy uncertainty relation.
10. The superpositions of macroscopically distinguishable states and the measurement problem in quantum mechanics: von Neumann's description of the measurement – conditions and consequences, Schrödinger's cat paradox, search for the macroscopic superpositions.
11. Solution of the measurement problem based on the alternative quantum mechanical dynamics: dual dynamics – reduction of the wave packet, matter and mind; unique dynamics – stochastic interpretations in general, programmes of the nonlinear stochastic modification of Schrödinger's equation.
12. Solution of the measurement problem based on the alternative interpretation of experience; decoherence by environment, many worlds and many minds. Modal interpretations and decoherent histories.
13. EPR dilemma, Bell's inequality and experiments.
14. GHZ theorem. Quantum nonlocality and relativity theory. Nonseparability of the quantum phenomenon.
15. Discussion.

Literature



Boris Kožnjak (2013). *Ekperiment i filozofija*, Kruzak

Additional Literature



Gennaro Auletta (2001).
Foundations and Interpretation of Quantum Mechanics, World Scientific



Lawrence Sklar (1992).
Philosophy of Physics, Oxford University Press

Similar Courses

» Intermediate Philosophy of Physics, Oxford

Moral Enhancement (Ethics)

117139

Lecturer in Charge



Izv. prof. dr.sc.
Tomislav
Bračanović

Course Description

The objective of the course is to introduce students into philosophical and scientific debate about the morality of various kinds of human enhancement: physical enhancement, cognitive enhancement, mood enhancement, life span extension, and moral enhancement. Through the introductory lecture and especially through student seminar presentations on selected texts, it will be considered which are the most common argument for various forms of human enhancement, which are the standard criticisms of those arguments (especially from the so-called bioconservative perspective), and which are the basic concepts and directions of the wide debate developed in the course of this exchange of opinions.

Study Programmes

- » Science Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)
- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective course, 1st semester, 1st year*)
- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective course, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*elective courses, 3rd 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 enhanced
2. Explain the basic moral concepts featuring in this proposal
3. Illustrate potential kinds and methods of human 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 enhancement.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
Seminar 30

Grading

On the basis of (a) regular attendance and active participation in discussions, (b) oral presentation grade and (c) grades of two tests.



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.

Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Kolokviji [EN]

1 ECTS Referat [EN]

4 ECTS

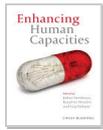
Forms of Teaching

- » Predavanja
 - » 2 hours (introductory lecture)
- » Seminar
 - » 2 hours weekly

Week by Week Schedule

1. Introductory lecture
2. Seminar presentation: Michael Sandel (2009), "The case against perfection: What's wrong with designer children, bionic athletes, and genetic engineering"
3. Seminar presentation: John Harris (2007), Enhancing Evolution: The Ethical Case for Making Better People (chapters: "Has humankind a future?" and "Enhancement is a moral duty")
4. Seminar presentation: Julian Savulescu, Bennett Foddy and Megan Clayton (2004), "Why we should allow performance enhancing drugs in sport" & Bennett Foddy and Julian Savulescu (2007), "Ethics of performance enhancement in sport: Drugs and gene doping"
5. Seminar presentation: Larry Temkin (2011), "Is living longer living better?"
6. Seminar presentation: Anders Sandberg and Julian Savulescu (2011), "The social and economic impacts of cognitive enhancement"
7. Presentation summaries and general discussion
8. Test 1
9. Seminar presentation: Julian Savulescu and Anders Sandberg, "Neuroenhancement of love and marriage: The chemicals between us"
10. Seminar presentation: Ingmar Persson and Julian Savulescu, "The perils of cognitive enhancement and the urgent imperative to enhance the moral character of humanity"
11. Seminar presentation: John Harris, "Moral enhancement and freedom"
12. Seminar presentation: Ingmar Persson and Julian Savulescu, "Getting moral enhancement right: The desirability of moral bioenhancement"
13. Seminar presentation: Nicholas Agar (2013), "Why is it possible to enhance moral status and why doing so is wrong?"
14. Presentation summaries and general discussion
15. Test 2

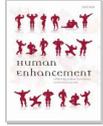
Literature



J. Savulescu, R. terMeulen i
G. Kahane (ur.) (2011).
Enhancing Human Capacities,
Wiley-Blackwell: Malden,
MA



John Harris (2007).
*Enhancing Evolution: The
Ethical Case for Making Better
People*, Princeton University
Press: Princeton and Oxford



J. Savulescu / N. Bostrom
(ur.) (2009). *Human
Enhancement*, Oxford
University Press: Oxford

Similar Courses

» Bioethics and Biotechnology, Oxford

Motivation in Teaching Process

144753

Lecturer in Charge



Doc. dr.sc.
Marjan Ninčević

Course Description

Study Programmes

- » Teaching stream (Smjer) (*elective courses, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Dunja Jurić

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
Lectures 30

Grading

Active participation in class, presenting essays and written theses, exam.

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.

Study Programmes

» Science Stream (Smjer) (*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.

Week by Week Schedule

1. The role of language in the transmission of culture
2. Loanwords as an expression of cultural contact
3. Principles of borrowing and linguistic adaptation
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"*, (Supičić 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

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

Study Programmes

» Science Stream (Smjer) (*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.

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Exercises 45

Teaching Assistant

Josip Ježovita

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



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.

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

Neuropsychological Rehabilitation

53826

Lecturer in Charge



Doc. dr.sc.
Andrea Vranić

Course Description

The broad aim of the course is to give insight into the possibility of practical application of knowledge from cognitive psychology. The specific objective is to introduce students to the possibilities of cognitive training and cognitive rehabilitation programs. Students will be able to analyze individual needs of participants of such programs, to work in teams to design cognitive interventions, and to organize and implement cognitive empowerment programs.

Study Programmes

- » Psychology (Studij) (*elective courses, 1st semester, 1st year*)
- » Psychology (Studij) (*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 functionality in adulthood and old age
2. Recognize the importance of various cognitive interventions
3. Recognize and analyze deficits in cognitive functioning
4. Apply team work in developing specific cognitive task and interventions
5. Evaluate cognitive empowerment interventions

Screening of student's work

0.5 ECTS	Pohadanje nastave [EN]
0.5 ECTS	Kolokviji [EN]
0.5 ECTS	Seminarski rad [EN]
0.5 ECTS	Projekt [EN]
1 ECTS	Praktični rad [EN]
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3 ECTS	

Forms of Teaching

- » Predavanja
 - » once a week
- » Eksperimentalne vježbe
 - » once a week

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Class attendance - 30%

Seminar presentation - 30%

Practical work (project) - 30%

Oral exam - 10%



Week by Week Schedule

1. 1. Application of cognitive abilities: overview of models of attention , memory and executive functions .
2. 2. The importance metamemory , metacognition and consciousness .
3. 3. Factors improving cognitive abilities: motivation , physical activity , personality .
4. 4. Detrimental factors: Age, stress , disease , drugs

5. 5. Quality of life and cognitive aging
6. 6. Cognitive empowerment throughout the lifespan: Cognitive training and cognitive rehabilitation .
7. 7. Training and rehabilitation of specific cognitive abilities
8. 8. Transfer of cognitive abilities
9. 9. Determining the objectives and development of the cognitive training and rehabilitation programs
10. 10. Remediation. Compensatory approach.
11. 11. Integrative approach.
12. 12. Individual and group interventions
13. 13. Maintaining effects of the program
14. 14. Individual and group results
15. 15. Evaluation of interventions. Course evaluation

Literature



Wilson, B.A., Gracey, F., Evans, J.J., & Bateman, A. (2009). *Neuropsychological Rehabilitation: Theory, Models, Therapy and Outcome.*, New York, NY: Cambridge University Press

Additional Literature



Sohlberg, M.M, & Mateer, C.A. (2001). *Cognitive Rehabilitation: An Integrative Neuropsychological Approach.*, New York, NY: The Guildford Press

New Media and Digital Marketing

130706

Lecturer in Charge



Doc. dr.sc.
Jelena Jurišić

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Vladimir Pavlič, dipl. ing.

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.

Study Programmes

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

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: Masmedia, Poslovni dnevnik



Gary Vaynerchuk (2011). *Ekonomija zahvalnosti*, Zagreb: Znanje

On Space, God and Free Will: The Leibniz-Clarke Correspondence

144645



Lecturer in Charge



Izv. prof. dr.sc.
Pavel Gregorić

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Discussion in class 15% Quiz-test 15% Essay 20% Written exam 50%

Course Description

A close reading of the correspondence between two prominent philosophers of the Early Modern Period, Samuel Clarke and Gottfried Leibniz, which took place in 1715 and 1716. The course will explore the main philosophical topics discussed in the correspondence: the nature of space (Newtonian absolute space vs. Leibniz's relative space), the nature of God and His relation to the world, and free will.

Study Programmes

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

Learning Outcomes

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

1. State the basic biographic facts about Newton, Clarke and Leibniz
2. Summarize the main points of controversy between Newton and Leibniz
3. Distinguish main conceptions of space and time in the history of philosophy and science
4. Formulate Leibniz's relevance for Kant and modern relativistic conception of time and space
5. State Leibniz's principle of sufficient reason, principle of identity of indiscernibles, and pre-established harmony
6. Sketch the main positions in the free will debate
7. Indicate theological controversies in Early Modern Philosophy

Screening of student's work

1 ECTS	Pohađanje nastave [EN]
1 ECTS	Esej [EN]
2 ECTS	Pismeni ispit [EN]
0.5 ECTS	Quiz
0.5 ECTS	Discussion
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5 ECTS	

Forms of Teaching

- » Predavanja
 - » Lectures with Q&A
- » Seminar
 - » Seminars with discussion

Week by Week Schedule

1. Introduction
2. The context and the protagonists of the Correspondence
3. Newton on space, time, gravity and God
4. Leibniz's issues with Newton
5. Analyzing Leibniz's first and second letter and Clarke's replies
6. Religion, God and nature
7. Analyzing Leibniz's third letter and Clarke's reply
8. Space, time and God
9. Earlier conceptions of space and time, Kant and Einstein
10. Analyzing Leibniz's fourth letter and Clarke's reply
11. Extension of the soul and immortality
12. Free will: Clarke's libertarianism and Leibniz's compatibilism
13. Analyzing Leibniz's fifth letter and Clarke's reply
14. Matter, force and Leibniz's principles
15. Overview

Literature



G. W. Leibniz and S. Clarke
(2000). *Correspondence*,
Hackett



Ezio Vailati (1997). *Leibniz
and Clarke: A Study of Their
Correspondence*, Oxford
University Press

Opinion Polls 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

Lectures 15

Seminar 15

Grading

20% class attendance, 20% seminar paper, 60% exam.

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.

Study Programmes

- » Communication Sciences (Studij) (*mass communication research, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*mass communication research, 3rd semester, 2nd year*)
- » Communication Sciences (Studij) (*public relations, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*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.

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).
Istraživanje javnog mnijenja i medijskog tržišta, skripta



Sharon, Hartin Iorito
(2004). *Qualitative Research in Journalism*, Lawrence, Erlbaum Associates

Overview of Latinity in the Age of Humanism and the Renaissance

118518



Lecturer in Charge



Prof. dr.sc.
Pavao Knezović

Course Description

To acquaint students with the European and Croatian latinists and their works (15th-16th centuries).

Study Programmes

» Croatian Latinity (Studij) (*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.

Week by Week Schedule

1. Early modern latin literacy: main features, distribution and divisions.
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 and England.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

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.

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. 1., 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
Lectures 30

Grading
Written and oral exam

Prerequisites for
Oral Latin

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.

Study Programmes

» Croatian Latinity (Studij) (*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

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, Levaković, 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, Durđević)
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 latinizeta 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. Ferluca Petro nio), 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

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.

Study Programmes

» Croatian Latinity (Studij) (*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

Week by Week Schedule

1. General characteristics of medieval Latinity.
2. Early medieval Latinity.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Lecturer

Marko Jerković, dr. sc.

Grading

Duties: class attendance,
Exam: 40% written exam; 60% oral exam



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 Barbezani" 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 rano ga hrvatsko ga srednjovjekovlja, Zagreb, 1998.



R. Katičić, Toma Arhidakon i njegovo djelo, u: Toma Arhidakon, Historia Salonitana, Split, 2003.



Pavao Knezović, Rano srednjovjekovni 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

Course Description

The aim of the course is to train students as lecturers of the Croatian literature in primary and secondary schools.

Study Programmes

» Teaching Stream (Smjer) (*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.
7. Analyze literary text
8. Describe literary text

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.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Exercises 15

Seminar 15

Grading

Mark: - Attendance - Participation - Two essays
 ECTS credits: - Attendance 0.5 points - Participation 0.5 points - First essay 2 points - Second essay 2 points.
 Assessment and evaluation
 Evaluation attendance: For eight attendance obtained 0.49 marks
 Assessment activities: For collected 10 points (plus) obtained 0.51 marks
 Points (Plus) are collected by participating in the teaching process or by sending opinions regarding the class of at least 200 words to the email address: kroatologija@gmail.com.
 Evaluation of essays: The students are required to write two essays. Essay must be 1200-1500 words. For each essay must be indicated: Name and Family name (student) Essay title
 The topics for the first essay: 1. Determining the concept of the world literature and the cultural functions of the idea of the world literature. 2. The effect of the oral literature on the development of the world literature. 3. Elements of the ancient drama in the renaissance, baroque and classicist dramaturgy. The topics for the second essay: 1. Origin of hybrid literary forms in the baroque and romantic literature 2. Comparison figure women as heroines in literature romanticism and realism. 3. Motive passionate

Screening of student's work

0.5 ECTS	Pohađanje nastave [EN]
0.5 ECTS	Participation
2 ECTS	First essay
2 ECTS	Second essay
<hr/>	
5 ECTS	

Forms of Teaching

- » Predavanja
 - » Heuristic class
- » Seminar
 - » Problem solving oriented class

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 ristanaka" [Book of women, men, cities and goodbyes])

Literature



Slobodan Prosperov Novak (2003). *Povijest hrvatske književnosti*, Golden marketing TK, Zagreb

love of the period of modernism to contemporary literature. Each essay is marked by points from of 1 to 10. 1. Usage of the theoretical literature - 1 point (at least three different sources in the text) 2. Clear and good understanding of the topic - 1 point (Theme is clearly explained in the introduction of the essay) 3. Extended knowledge - 1 point (shown wider knowledge regarding the context of the topic) 4. Literacy 1 point (essay has more than 5 spelling and grammar mistakes) 5. The usage of the language - 1 point (Use professional language and metalanguage at the academic level) 6. Systematically proven claims in an essay - 1 point (Claims are proven from the theoretical literature) 7. Use appropriate citations/allegations from the literature - 1 point (the quotes of appropriate parts of the primary literature: novells, poems, drama... - at least 3 quotes) 8. Originality in the approach to the topic - 1 point (Original ideas in the essay) 9. Proving of the original ideas - 2 points (Original ideas are proven by the usage of the theoretical literature). The essay is evaluated as follows 6 points - enough 2 7:08 points - good 3 9 points - very good 4 10 points - excellent 5

Additional Literature



Miroslav Šicel (2009). *Povijest hrvatske književnosti, Moderna vremena*

Similar Courses

» Svjetska književnost, Oxford

Overview of the History of World Literature

57148

Lecturer in Charge



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.

Study Programmes

- » Teaching Stream (Smjer) (*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. Prepare 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.

Forms of Teaching

- » Predavanja
- » heuristic class

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Exercises 15

Seminar 15

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 15/11/2013 at the latest. The second essay must be submitted to the address 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

» Seminar

» Problem solving oriented class

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

Additional Literature



Milivoj Solar (2014). *Eseji o velikim i malim pričama*, Ex Libris

Similar Courses

» Svjetska književnost, Oxford

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).

Pedagogy

144706

Lecturers in Charge



Doc. dr.sc.
Marjan Ninčević



Prof. dr.sc.
Marko Pranjić

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.

Study Programmes

- » Psychology (Studij) (*elective (teaching module), 2nd semester, 1st year*)
- » Psychology (Studij) (*elective (teaching module), 4th semester, 2nd year*)
- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective cou, 2nd semester, 1st year*)
- » Teaching stream (Smjer) (*required course, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required course, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required course, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required course, 2nd semester, 1st year*)

Learning Outcomes

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

1. Correctly interpreting the basic concepts of pedagogy, explain pedagogic epistemology and interpreting the interaction of education and pedagogy.
2. • Correctly interpret key pedagogic concepts (educate, educator, education, enculturation, acculturation, socialization, the science of education, educational authorities, educational role models etc.);
3. • Validly interpret the scientific foundations of pedagogy;
4. • Differentiate between views of man and the according pedagogic procedures based upon or arising from them;
5. • Explain learning and teaching as parts of education;
6. • Classify different development theories in the framework of reflecting on and organizing education;
7. • Compare educational needs according to different theoretical backgrounds (natural sciences on education, social sciences and humanities on education, social problems in behaviour);
8. • Summarize the content of certain educational policies; • Test pedagogical thought in the face of contemporary pedagogic challenges;

ECTS Credits 4.0

English Level Lo

E-learning Level L2

Study Hours

Lectures 30

Seminar 15

Teaching Assistant

Ivana Čosić, dr. sc.

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).

Forms of Teaching

- » Predavanja
 - » Professor's lectures, with up-to-date novelties published in the field of pedagogy in relation to student, education, the discipline of pedagogy etc.
- » Seminar
 - » Individual preparation for the presentation of a book from the field of pedagogic practice and participation in seven similar preparations and presentations of other students.

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
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. Highly talented and disabled persons in education
11. Problematic behaviour of educatees in education and schooling,
12. Still insufficiently explored man
13. Alternative education
14. Different degrees of education and schooling
15. Learning as a pedagogic problem, education – the concept of human growing up, educational policy.

Personality Psychology

57111

Lecturer in Charge



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.

Study Programmes

» Psychology (Studij) (*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.

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

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)



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.

Forms of Teaching

- » Predavanja
 - » na
- » Seminar
 - » na

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, 11, 12, 14, 19, 20, 21, 26, 28). New York/London: The Guilford Press

Similar Courses

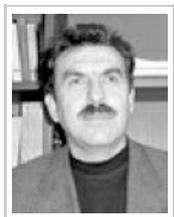
- » Personality Psychology, Oxford

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

Lectures 30

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.

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.

Study Programmes

» Science Stream (Smjer) (*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. Argue most belonging Croatian philosopher European spiritual and cultural tradition
5. Identify the main influences of European cultures on Croatian culture
6. Describe the main tendencies in the modern understanding of Europe

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.

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 2 ECTS Seminarski rad [EN]
- 5 ECTS

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 Croatian 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 culture

Literature



Kruno Krstić (1968). *Počeci filozofije u Hrvatskoj*, Prilozi za istraživanje hrvatske filozofske baštine, 1-2 (1975), 11-20.



Albert Bazala (1937). *Oideji nacionalne filozofije*, Alma mater Croatica I, 1 (1937)



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). *Nasljedje Europe*, Matica hrvatska, Zagreb



D. Pejović (1992). *Otvorenost hrvatske kulture, u: Duh i sloboda. Ogledi i rasprave*, HFD, Zagreb, 1992: 161-172.

Additional Literature



Ljerka Schiffler (2004). *VETERA ET NOVA: Povijest filozofije kao povijest pitanja*, HFD

Philosophy of Biology [Philosophy of Science]

85410



Lecturer in Charge



Izv. prof. dr.sc.
Tomislav
Bracanović

Course Description

The objective of the course is to introduce students into the standard philosophical problems of biology, its methodological, epistemological and meta physical aspects, the basic ideas of sociobiology and evolutionary psychology, and the implications of evolutionary theory for classical philosophical disciplines such as ethics, political philosophy and philosophy of religion. Specific topics to be dealt with in the course: the structure of evolutionary theory, units of selection problem, adaptationism and biological functions, nature-nurture controversy, evolutionary psychology and the modularity of mind, intelligent design debate, biological and cultural evolution.

Study Programmes

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

Learning Outcomes

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

1. Identify and enumerate the central philosophical problems of biology
2. Explain and present different theoretical views within contemporary philosophy of biology
3. Analyze independently the most important writings in philosophy of biology
4. Recognize connections between biological knowledge and a series of philosophical disciplines, such as philosophy of science, ethics, political philosophy and philosophy of religion
5. Apply the basic principles of evolutionary thinking to other areas of human knowledge and action, such as society, history and culture
6. Explain the historical influence of biological theories on theories in social sciences and humanities
7. Explain how the development of biology affects many areas of contemporary life and society

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

On the basis of (a) regular attendance and active participation in discussions, (b) oral presentation grade and (c) grades of two tests.

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Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Kolokviji [EN]
- 1 ECTS Referat [EN]
- 4 ECTS

Forms of Teaching

- » Predavanja
 - » Two hours of lecture (90 min) per week (until the first test)
- » Seminar
 - » Two hours of seminars (90 min) per week (after the first test)

Week by Week Schedule

1. Lecture: The structure and basic concepts of evolutionary theory
2. Lecture: Units of selection problem
3. Lecture: Adaptationism and biological functions
4. Lecture: Nature and nurture
5. Predavanje: Evolution and religion
6. Lecture: Evolution and ethics
7. Lecture: Evolutionary psychology and human nature
8. Test 1
9. Seminar: Ratzsch, "There is a place for intelligent design in the philosophy of biology" [343-363]; Ayala, "There is no place for intelligent design in the philosophy of biology" [364-391]
10. Seminar: Perlman, "Traits have evolved to function they do because of a past advantage" [53-71]; Cummins / Roth, "Traits have not evolved to function they do because of a past advantage" [72-86]
11. Seminar: Sapienza, "Selection does operate primarily on genes" [127-140]; Burian, "Selection does not operate primarily on genes" [141-165]
12. Seminar: Blackmore, "Memetics does provide a useful way of understanding cultural evolution" [255-272]; Wimsatt, "Memetics does not provide a useful way of understanding cultural evolution" [273-292];
13. Seminar: Carruthers, "The mind is a system of modules shaped by natural selection" [293-311]; Woodward / Cowie, "The mind is not (just) a system of modules ..." [312-334]
14. Concluding Discussion
15. Test 2

Literature



Brian Garvey (2007). *Philosophy of Biology*, McGill-Queen's University Press, Montreal / Kingston, Ithaca

Additional Literature



Francisco J. Ayala / Robert Arp (eds.) (2010). *Contemporary Debates in Philosophy of Biology*, Blackwell, Oxford

Similar Courses

- » Philosophy of Biology (Univ. of Wisconsin/Milwaukee), Oxford

Philosophy of Communication

64817

Lecturer in Charge



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.

Study Programmes

- » Communication Sciences (Studij) (*elective courses, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*elective courses, 3rd semester, 2nd year*)
- » Science Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)
- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective course, 1st semester, 1st year*)
- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective course, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*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.

ECTS Credits 5.0

English Level L2

E-learning Level L2

Study Hours

Lectures 15

Seminar 15

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%



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.

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). *Strojza mem* [poglavlja 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 Oaks London: 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.], Oxford New 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 Oaks London: Sage



Johansen, Jørgen Dines; Larsen, Svend Erik.: *Uvod u semiotiku*, Zagreb: Signum, 2000. [str. 7-79]



Sperber, Dan: «How do we communicate?», u: J. Brockman & K. Matson (ur.) *How Things Are: A Science Toolkit for the Mind*, New York: Morrow, 1995: 191-199. [<http://www.dan.sperber.fr/wp-content/uploads/2009/09/How-do-we-communicate.pdf>]



Steinfatt, Thomas M.: «Definitions of Communication», u: S. W. Littlejohn, K. A. Foss (ur.) *Encyclopedia of Communication Theory*, Thousand Oaks London: Sage, 2009, str. 295-299.



van Dijk, Jan: *The Network Society*, 3. izdanje, Thousand Oaks London: Sage, 2013. [str. 1-21]



Watzlawick, Paul: *Koliko je stvarno stvarno? Po metnja, dezinformacija, komunikacija: Jedan anegdotski uvod u teoriju komunikacije*, Beograd: Nolit, 1987. [poglavlja 1, 3, 15, 16, 17]

Philosophy of Education

61957

Lecturer in Charge



Prof. dr.sc.
Josip Talanga

Course Description

Introduce to students the philosophical considerations of education. Clearly differentiate between the philosophy of education and other philosophical disciplines and pedagogy alike. Point to the educational activity as an integral part of the human being. Discuss the most significant philosophical works dealing with education.

Study Programmes

- » Teaching stream (Smjer) (*elective courses, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 4th semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 4th semester, 2nd year*)

Learning Outcomes

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

1. Explain the basic concepts of Philosophy of education
2. Estimate and solve moral and ethical dilemmas they will face when teaching
3. Compare the main currents of thought in the philosophy of education
4. Compare and critically assess the main representatives of the philosophy of education (Plato, Rousseau, Dewey, Herbart)
5. Apply the principles of the ethics of teaching in the classroom
6. Describe the rights of children

General Competencies

This course as a part of the teacher education process will make students capable of

- correctly interpreting relevant educational issues and
- apply theoretical insights to practical purposes.

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 3 ECTS

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Bruno Pušić

Grading

Success of the students in the final written exam, active participation in classes, and seminar paper are evaluated.



Forms of Teaching

- » Predavanja
 - » Every week one lesson is a lecture except at the middle and at the end of semester when student are writing colloquium.
- » Seminar
 - » Every week one lesson is a seminar except at the middle and at the end of semester when student are writing colloquium.

Week by Week Schedule

1. Introductory lecture
2. D. C. Phillips, Philosophy of Education (SEP)
3. Josip Marinković, Pitanja filozofije odgoja / Etika i pedagogija x2 (the issues of the philosophy of education/ethics and pedagogy)
4. Stjepan Matičević, Pedagogijski akt i odgajateljsko zvanje (pedagogical act and the calling of the educator)
5. C. D. C. Reeve, The Socratic Movement
6. P. Riley & Jennifer Welchman, Rousseau, Dewey, and Democracy
7. John Darling & Sven Erik Nordenbo, Progressivism
8. Kenneth A. Strike, The Ethics of Teaching
9. Continuous assessment exam
10. Peter J. Markie, The Professor-Student Relationship and the Regulation of Student Life
11. Z. Kodelja, Justice in education: two examples
12. Sharon Bailin & Harvey Siegel, Critical Thinking
13. J. Dunne & S. Pendlebury, Practical Reason
14. David Archard, Sex Education
15. Andrew Davies & Kevin Williams, Epistemology and Curriculum

Literature



Murphy, M. Madona (2006).
The History and Philosophy of Education. Voices of Educational Pioneers,
Pearson Education, Inc.



Profesoro va predavanja koja svake godine do nose novine s područja

Similar Courses

- » Filozofija odgoja, Oxford

Philosophy of Mind and Cognitive Science

53893

Lecturer in Charge



Doc. dr.sc.
Tomislav Janović

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.

Study Programmes

» Philosophy (Studij) (*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

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

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%.



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

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; Ryles 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 Science 1

53883

Lecturer in Charge



Izv. prof. dr.sc.
Tomislav
Bračanović

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Grading

On the basis of (a) regular attendance and active participation in discussions and (b) grades of two tests.

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 of 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.

Study Programmes

» Philosophy (Studij) (*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.

Screening of student's work

1 ECTS Pohađanje nastave [EN]

4 ECTS Kolokviji [EN]

5 ECTS

Forms of Teaching

» Predavanja

» Two hours (90 min) of lectures per week.

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

Similar Courses

» Philosophie der Naturwissenschaften (Univ. Graz), Oxford

Political and Legal Philosophy

53882

Lecturer in Charge



Doc. dr.sc.
Tvrtko Jolić

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.

Study Programmes

» Philosophy (Studij) (*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
5. Develop their ability to think independently about some of the ideas studied.

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.

Forms of Teaching

- » Predavanja
» Lectures and discussions

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

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Grading

Grading is based on two written tests, one oral presentation and the discussions in the class during the semester.



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

Similar Courses

- » Political philosophy, Oxford

Political History

53922

Lecturer in Charge



Doc. dr.sc.
Ivana Jukić

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.

Study Programmes

» History (Studij) (*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.

Week by Week Schedule

1. Introductory lecture
2. Croatian-Italian relations

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

Lecturer
Stipica Grgić, dr. sc.

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.



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 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 "oživiljene 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. - o Od 1918. do danas, 605-615. str.*, Školska knjiga, Zagreb

Political Psychology

53791

Course Description

Study Programmes

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

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 30



Post-Renaissance Latinity Genres

144810

Lecturer in Charge



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.

Study Programmes

» Croatian Latinity (Studij) (*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).

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. Didactic 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)

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Exercises 15

Seminar 15

Grading

The work of students is followed during the entire semester by keeping track of their week assignments and two collouview, and the grade is defined at the final written exam.



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 latinizma od sabora u Cetingradu 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 Koščec
Đuknić

Course Description

Enable students to adequately provide psychological help to clients of different ages with different types of problems.

Study Programmes

» Psychology (Studij) (*specific and professional skills, 3rd 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
5. Apply adequate strategies for self-care in the counselor role, with the aim of burnout prevention

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.

Screening of student's work

- 1.2 ECTS Pohadanje nastave [EN]
- 0.6 ECTS Pismeni ispit [EN]
- 1.2 ECTS Praktični rad [EN]

- 3 ECTS

Forms of Teaching

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
Exercises 30

Teaching Assistant
Jelena Maričić, dr. sc.

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).



» Seminar

» Two hours of seminars per week

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 izvođiteljica kolegija

Additional Literature



Antony, M.M. i Rowa, K (2008). *Social anxiety disorder. Advances in psychotherapy? evidence based practice.*, Hogrefe i Huber.



Arambašić. L. (2005). *Gubitak, tugovanje, podrška.*, Naklada Slap.



Blauner, S.R. (2005). *Kako sam preživjela dok me vlastiti mozak pokušavao ubiti? Osobni vodič za prevenciju samoubojstva.*, V.B.Z.



Corey, C. (2004). *Teorija i praksa psihološkog savjetovanja i psihoterapije.*, Naklada Slap.

Similar Courses

- » Psihologija savjetovanja, Oxford
- » Psihoterapijski pravci, Oxford
- » Klinički intervju, Oxford

Practical Exercises in the Methodology of Teaching [Croatology]

144734

Teaching Assistants



prof. dr. sc.
Marko Pranjic



Bruno Pusic

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

Study Programmes

- » Teaching Stream (Smjer) (*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.

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

Grading

Students are evaluated based on planned and executed lessons, seminar papers, workshops, design of the operational teaching plan, and teaching plans for philosophy, ethics and logic.

Forms of Teaching

» Seminar

» 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.

» Vježbe u praktikumu

» 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.

Week by Week Schedule

- I. 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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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
filozofije*



*Ispitni katalog iz filozofije i
Ispitni katalog iz etike*



*Katalog odobrenih udžbenika
za određenu školsku godinu*

Similar Courses

» Seminar iz metodike nastave filozofije 1, Oxford

Practical Exercises in the Methodology of Teaching [Croatology]

144735

Lecturer in Charge



Prof. dr.sc.
Marko Pranjic

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

Teaching Assistant
Anela Mateljak Popić, dr. sc.

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

Study Programmes

» Teaching Stream (Smjer) (*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.

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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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 in the Methodology of Teaching [Latin Language and Literature]

144744

Lecturer in Charge



Lekt.
Zdravka Martinić-
Jerčić

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

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

Study Programmes

» Teaching stream (Smjer) *(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.

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.
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Literature



*Nastavni plan i program iz
latinskog jezika*



*Ispitni katalog iz latinskog
jezika*



*Katalog o dobrenih udžbenika
za određenu školsku godinu*

Practical Exercises in the Methodology of Teaching [Psychology]

144738



Lecturer in Charge



Doc. dr.sc.
Marjan Ninčević

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

Study Programmes

- » Psychology (Studij) (*elective (teaching module), 1st semester, 1st year*)
- » Psychology (Studij) (*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

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Exercises 30

Seminar 15

Teaching Assistants

Martina Knežević, dr. sc.

Marina Štambuk, dr. sc.

Grading

Students will be evaluated during the semester.

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.

Forms of Teaching

- » Metodičke vježbe
 - » Two hours per week.

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.

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 psihologije za srednju školu



Ispitni katalog iz psihologije



Katalog odobrenih udžbenika za određenu školsku godinu

Similar Courses

» Psychology Teaching Practice, Oxford

Practical Exercises in the Methodology of Teaching [Sociology]

144741

Lecturer in Charge



Prof. dr.sc.
Marko Pranjić

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

Study Programmes

» Teaching Stream (Smjer) (*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.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Exercises 30

Seminar 15

Teaching Assistant

doc. dr. sc. Anita Dremel

Grading

Regular attendance and participation in discussions and analyses of taught lessons carry 1 ECTS credit unit. The drawing up of the operational teaching plan, written lesson plans for two teaching units and a workshop, the professional development plan, the class teaching plan, a parental meeting plan, several exam forms, and a questionnaire for evaluation carry 4 ECTS credit units. Lesson plans prepared and handed in in advance; teaching two 45-minute lessons, and designing and organizing a workshop carry 3 ECTS credit units.

Forms of Teaching

- » Seminar
 - » seminar paper and tasks
- » Metodičke vježbe
 - » teaching practice

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 o dobrenih udžbenika za određenu školsku godinu

Similar Courses

- » Teacher education social sciences, Oxford

Practicum in Experimental Biological Psychology

53836



Lecturer in Charge



Doc. dr.sc.
Sanja Darmopil

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.

Study Programmes

» Psychology (Studij) (*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 basic research laboratories
3. Explain indications for use of one or another technique and their limitations
4. Explain functions of basic 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.

Screening of student's work

1 ECTS	Pohađanje nastave [EN]
0.5 ECTS	Eksperimentalni rad [EN]
0.5 ECTS	Seminarski rad [EN]
1 ECTS	Praktični rad [EN]
<hr/>	
3 ECTS	

ECTS Credits 3.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

doc. dr. sc. Milan Radoš

Grading

Refer to: Practicum in Biological Psychology

Forms of Teaching

- » Predavanja
 - » Presentation of principal techniques used in biological psychology research
- » Vježbe u praktikumu
 - » Work in neurohistology laboratory

Week by Week Schedule

1. P1 (1h) Experimental research methods in neuroscience
 2. P2 (1h) - Clinical research methods in neuroscience
 3. P3 (2h) - Methods of molecular biology and genetics in neuroscience
 4. P4 (2h)- Methods of analysis of materials that are process with basic methods of neuroscience
 5. P5 (2h) - Ethical principles in clinical research in neuroscience
 6. P6 (2h) - Cognitive testing and longitudinal tracking of psychological development in the laboratory for cognitive research
 7. P7 (2h) - Brain imaging methods
 8. P8 (1h) - Methods of functional brain imaging: EEG, PET, fMRI, MEG
 9. P9 (2h) - 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. S1 (2h) - work in a neurohistology laboratory
 11. S2 (2h) - Working in the laboratory for immunohistochemistry and in situ hybridization
 12. S3 (2h) - Working in a virtual immunology laboratory
 13. S4 (2h) - Virtual and practical demonstration of neurophysiological laboratory functioning
 14. S5 (2h) - Demonstration of work with children in a neuropsychology laboratory
 15. Demonstration of live magnetic resonance imaging
- S7 (2h) - - Demonstration of quantitative analysis of postmortem brain processed histologically or recorded by magnetic resonance imaging
- S8 (1h) - - Demonstration of work in a EEG lab

Literature



Ljiljana Kostovic-Knezevic (2002). *Morfologijske metode istraživanja u biomedicinskim znanostima: priručnik: akademska godina 2001/2002*, Medicinska naklada, Zagreb

Additional Literature



<http://www.hhmi.org/biointeractive/neuroscience/animations.html> (G)



Matt Carter and Jennifer C. Shieh (2010). *Guide to Research Techniques in Neuroscience*, Elsevier

Prejudice and Discrimination Prevention

57198

Lecturer in Charge



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 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.

Study Programmes

- » Science Stream (Smjer) (*soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*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

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Exercises 30

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).



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

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



Nelson, T.D. (2009). *Handbook of prejudice, stereotyping, and discrimination*. New York: Psychology Press.



Goffman, E. (1974) *Stigma. Notes on the Management of Spoiled Identity*. NY: Jason Aronson, Inc



Augustinos, M. i Reynolds, K.J. (2006). *Understanding prejudice, racism and social conflict*. London: Sage Publications.



Oskamp, S. (2000). *Reducing prejudice and discrimination*. Mahwah, NJ, Lawrence Erlbaum Associates, Inc

Pre-Socratic Philosophers [History of Philosophy]

95330



Lecturer in Charge



Izv. prof. dr.sc.
Pavel Gregorić

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Discussion: 15% Seminar: 25%

Final Exam: 60%

Course Description

The aim of this course is to introduce students to the philological and philosophical challenges associated with study and interpretation of the Presocratic philosophers. In-depth reading of relevant original fragments and doxographical reports will allow students to gain better understanding of the leading philosophers of the pre-classical period. Central problems of Presocratic thought – such as the principle of being, the relationship of being and knowledge, the one and the many, permanence and change – will be considered in detail, but also selected arguments. The major contributions of Presocratic thought to later philosophical reflection will provide insight into later philosophical developments.

Study Programmes

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

Learning Outcomes

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

1. List the main sources of Presocratic philosophy and evaluate their reliability and relevance for our interpretation
2. Describe the relationship between philosophical, religious, practical, and scientific concerns of the Presocratics
3. State the notable arguments in metaphysics and epistemology championed by the leading Presocratic philosophers
4. Outline points of the Presocratics' criticism of one another
5. Explain the Presocratic critique of popular and pre-philosophical reflection on knowledge, reality, gods and the place of human beings in the world
6. Explain how the Presocratics influenced Plato, Aristotle, and the leading Hellenistic schools philosophy

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Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 0.5 ECTS Seminarski rad [EN]
- 0.5 ECTS Discussion

- 4 ECTS

Forms of Teaching

- » Predavanja
 - » Lectures
- » Seminar
 - » Seminars

Week by Week Schedule

1. Early Greek Philosophy and the notion of the "Presocratics"
2. The Milesians
3. Pythagoras and the Pythagoreans
4. Heraclitus I
5. Heraclitus II
6. Parmenides I
7. Parmenides II
8. Zeno and Melissus
9. Empedocles
10. Anaxagoras
11. Democritus I
12. Democritus II
13. Protagoras
14. Gorgias
15. Overview

Literature



Hermann Diele (1983).
Predsokratovci - Fragmenti,
Naprijed



W. K. C. Guthrie (2006).
Povijest grčke filozofije, sv. 1 i 2,
Naklada Jurčić



The Presocratic
Philosophers (1957). G. S.
Kirk and J. E. Raven,
Cambridge University
Press

Prevention of Violence in Adolescent Relationships

130568



Lecturer in Charge



Doc. dr.sc.
Eva Anđela Delale

Course Description

Enable students to independently conduct four standard workshops with the theme of preventing violence in adolescents' relationships, as well as prepare them for the future creating and conduction of psychological workshops on different topics.

Study Programmes

- » Psychology (Studij) (*specific and professional skills, 3rd semester, 2nd year*)

Learning Outcomes

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

1. Develop awareness of problem of violence in adolescents' 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 high schools and similar institutions

Screening of student's work

1.2 ECTS	Pohađanje nastave [EN]
0.5 ECTS	Seminarski rad [EN]
0.5 ECTS	Usmeni ispit [EN]
0.8 ECTS	Projekt [EN]
3 ECTS	Praktični rad [EN]
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6 ECTS	

Forms of Teaching

- » Seminar

» During the seminars, students are getting familiar with scientific background of this program and other similar programs concerning

ECTS Credits 6.0

English Level Lo

E-learning Level L1

Study Hours

Exercises 60

Seminar 30

Teaching Assistant

Jelena Maričić, dr. sc.

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% 0-51 1 52-63 2 64-75 3 76-87 4 88-100 5

prevention of violence in adolescents' relationships

» Metodičke vježbe

» During the exercises, students are preparing for the conduction of workshops with high school classes, after which they actually conduct workshops

» Terenske vježbe

» Students have an obligation to conduct 4 workshops (each in duration of one school hour) in two third classes of high school.

Week by Week Schedule

1. Presentation of the program of prevention of violence in adolescents' relationships, its merits and objectives, and of students' obligations; discussion about adolescents' population in general, about experience (direct or indirect) with violence in adolescents' relationships and with violence in other relationships during adolescence
2. Presentation of related programs (eg. some foreign programs for the prevention of violence in adolescents' relationships) and their effectiveness
3. Students' presentations of scientific papers regarding specific issue of violence in adolescents' relationships
4. Students presentations of scientific papers regarding wider issue of violence in adolescents' relationships (eg. about bullying, other problems in adolescent relationships, domestic violence, consequences of abuse)
5. Learning about the structure of the workshop (defining goals, identifying the content, criteria for selection of possible activities) and introduction to the themes and sub-themes of standard workshops in the program.
6. Discussion about four standard workshops and observation about topics that are lacking in them (on the basis of theoretical knowledge about dating violence in adolescence and about related topics, and based on students' experience).
7. A trial performance of the first and second standard workshops in front of colleagues, and commenting activities and workshops in general, discussion about possible improvements in performance
8. A trial performance of the third and fourth standard workshops in front of colleagues, and commenting activities and workshops in general, discussion about possible improvements in performance
9. Preparation and presentation of the "fifth" workshop, created by the students, on previously unprocessed topic in the field of prevention of violence in adolescents' relationships
10. Conduction of the first and second standard workshops with the first of two classes
11. Conduction of the first and second standard workshops with the second of two classes
12. Conduction of the third and fourth standard workshops with the first of two classes
13. Conduction of the third and fourth standard workshops with the second of two classes
14. Evaluation of workshops, input and analysis of collected data regarding evaluation
15. Focus group about students, experience during the conduction of workshops, and creation of common final report about workshops

Literature



Ajduković, D., Ajduković, M., Cesar, S., Kamenov, Ž., Löw, A., Sušac, N. (ur.) (2011). *Priručnik za provedbu preventivnog programa suzbijanja nasilja u mladenačkim vezama*, Društvo za psihološku pomoć.



Foshee, V.A, Bauman, K.E., Arriaga, X.B., Helms, R.W., Koch, G.G., Linder, G.F (1998). *An evaluation of Safe Dates, an adolescent dating violence prevention program*, American Journal of Public Health, 88

Additional Literature



Foshee, V.A., Bauman K.E., Ennett, S., Linder, G.F., Benefield, T., Suchindran, C (2004). *Assessing the long-term effects of the safe dates program and a booster in preventing and reducing adolescent dating violence victimization and perpetration*, American Journal of Public Health, 94(4)



The Safe Dates program: 1-year follow-up results. (2000). *Foshee, V.A, Bauman, K.E., Greene, W.F., Koch, G.G., Linder, G.F., MacDougall, J.E.*, American Journal of Public Health, 90(10)

Similar Courses

» Osnove socijalnog ponašanja, Oxford

Production process in the Media

64751

Lecturer in Charge



Izv. prof. dr.sc.
Nada Zgrabljic
Rotar

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.

Study Programmes

- » Communication Sciences (Studij) (*media, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*media, 3rd 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.

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

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours
Exercises 30Teaching Assistant
Andreja Bratic, dipl.nov.Grading
Exercise participation 30%;
Task fulfillment 70%.

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 Bottom-Line Buisness of Broadcast News

Production Thesis

126008

Teaching Assistants



izv. prof. dr. sc.
Gordana Buljan-
Flander



prof. dr. sc.
Renata Franc



doc. dr. sc.
Zrinka Greblo
Jurakić



Ljiljana Kaliterna-
Lipovčan



doc. dr. sc.
Adrijana Košćec
Đuknić



doc. dr. sc.
Ljiljana Pačić Turk



prof. dr. sc.
Zdravko Petanjek



doc. dr. sc.
Iva Šverko

ECTS Credits 18.0

English Level Lo

E-learning Level L1

Study Hours

Grading

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

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.

Study Programmes

» Psychology (Studij) (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.

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



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.

Study Programmes

» Psychology (Studij) (*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.

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.

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours

Grading

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

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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.

Psychological Counselling

53872

Lecturer in Charge



Izv. prof. dr.sc.
Gordana Buljan-
Flander

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.

Study Programmes

» Psychology (Studij) (*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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Exercises 15

Grading

Class attendances – 10%;
Exercise participation – 15%;
Two preliminary exams or the
final written exam – 75%.

Prerequisites for

Creative Techniques in
Psychotherapy and
Counselling

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

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.

Study Programmes

» Psychology (Studij) (*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.

Forms of Teaching

- » Metodičke vježbe
 - » once a week two hours (13 times)
- » Terenske vježbe
 - » once a week two hours (2 times)

ECTS Credits 2.0

English Level L1

E-learning Level L2

Study Hours
Exercises 30

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 Aging

102937

Lecturer in Charge



Prof. dr.sc.
Jasminka Despot
Lučanin

Course Description

The aims of the course are to acquire knowledge: on the factors that affect the ageing process characterized by the age changes, on the old age as the final stage of a life-cycle; on the specifics of applying the psychological knowledge and skills in professional work with elderly persons.

Study Programmes

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

Learning Outcomes

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

1. Define the factors that affect the ageing process and age changes.
2. Differentiate between normal and pathological mental changes in old age.
3. Apply research methods in the study of ageing process and assessment procedures for the psychological evaluation of elderly persons.
4. Indicate professional psychological services for the elderly persons, and their carers.
5. Appraise the role of psychologist in the interdisciplinary approach to elderly persons.
6. Assess the possibilities to improve the quality of life in old age.

General Competencies

2. Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.
5. Select models of psychological assessment and counselling in working with individuals, groups and organizations.
6. Select models of psychological assessment and counselling in working with individuals, groups and organizations.
12. 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.
17. Support collaboration in interdisciplinary team work and establish constructive professional relationships with experts from associated disciplines.

ECTS Credits 3.0

English Level L1

E-learning Level L2

Study Hours
Lectures 30

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 individual 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 into the psychology of ageing: Definition of the field and concepts
2. Demographical ageing - the population ageing
3. Ageing of an individual - longevity factors
4. Theories of ageing
5. Methodological approaches to the research of ageing
6. Age changes in abilities: sensory, motor, cognitive, and in personality
7. Psychological assessment of elderly persons: Functional ability, cognitive function
8. Age changes in social relationships: Family and friends, retirement, living environments
9. Psychological assessment of elderly persons: Stress and coping, social support, depression and anxiety
10. Adjustment to ageing: Stressors of old age, illness and disability, optimal ageing.
11. Mental disorders and treatments in old age
12. Specifics of communication with elderly persons
13. Models of care for elderly persons and psychological services: Institutional care
14. Models of care for elderly persons and psychological services: Care in the community
15. Successful ageing: Quality of life in old age

Literature



*Despot Lučanić J. (2003).
Iskustvo starenja.
Jastrebarsko: Naklada Slap.
(pogl. 1-2., 10.)*



*Havelka, M., Despot Lučanić,
J. (2007). Psihologija starenja.
U: Duraković Z. i sur.
Gerijatrija - medicina starije
dobi, 428 - 446. Zagreb: C.T.
Poslovne informacije.*

Psychology of Marketing

53795

Lecturer in Charge



Prof. dr.sc.
Goran Milas

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.

Study Programmes

» Psychology (Studij) (*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.

Week by Week Schedule

1. Basic information and introductory remarks

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours
Lectures 30

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.



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 Mass Media and Mass Communication

64750



Lecturers in Charge



Red. prof. art.
Roland Mangold



Doc. dr.sc.
Jelena Jurišić

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

30% Activity in the classroom discussions and on the Moodle course; 30% Project; 40% Exam.

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.

Study Programmes

- » Communication Sciences (Studij) (*mass communication research, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*mass communication research, 3rd semester, 2nd year*)
- » Communication Sciences (Studij) (*media, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*media, 3rd semester, 2nd year*)
- » Communication Sciences (Studij) (*public relations, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*public relations, 3rd 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.

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

Lecturer in Charge



Doc. dr.sc.
Adrijana Koščec
Đuknić

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.

Study Programmes

» Psychology (Studij) (*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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Seminar 15

Teaching Assistant

Iva Černja, mag. educ. psych.

Grading

Attendance 15%, paper 25%,
two colloquia or final exam
60%.



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.

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.**

Psychotherapy Modalities

53871

Lecturer in Charge



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.

Study Programmes

» Psychology (Studij) (*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.

ECTS Credits 4.0

English Level L1

E-learning Level L2

Study Hours

Lectures 30

Seminar 15

Grading

Class attendance and participation in exercises – 15%, seminar – 20%, homework – 5%, tests/Exam – 60%.

Prerequisites for

Creative Techniques in Psychotherapy and Counselling



Screening of student's work

- 1.2 ECTS Pohađanje nastave [EN]
- 1.8 ECTS Kolokviji [EN]
- 0.8 ECTS Seminarski rad [EN]
- 0.2 ECTS Praktični rad [EN]

- 4 ECTS

Forms of Teaching

- » Predavanja
 - » two classes per week
- » Seminar
 - » one class per week

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*, Naklada Slap

Additional Literature



Seminarski radovi prema popisu

Public Promotion of Science

57236

Lecturer in Charge



Doc. dr.sc.
Jelena Jurišić

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.

Study Programmes

- » Communication Sciences (Studij) (*elective courses, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*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.

Week by Week Schedule

1. Man's experience of the world. What is knowledge? The problem of demarcation in classical epistemology

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Duje Bonacci, mr. sc.

Grading

25% seminar work, 25% essay, 50% exam.



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 Practicum

64753

Lecturer in Charge



Doc. dr.sc.
Jelena Jurišić

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.

Study Programmes

- » Communication Sciences (Studij) (*public relations, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*public relations, 3rd 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 ;

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours
Exercises 30

Teaching Assistant
Matilda Kolić Stanić, mr. sc.

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

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.

Study Programmes

» Science Stream (Smjer) (*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

ECTS Credits 6.0

English Level L2

E-learning Level L2

Study Hours

Lectures 30

Seminar 60

Grading

Research report (30%),
obligatory class attendance
(20%), written exam (50%).
Timely submitted research
report is prerequisite for
taking the exam.



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.

Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

4 ECTS Istraživanje [EN]

6 ECTS

Forms of Teaching

» Predavanja

» Lectures with examples and exercise.

» Metodičke vježbe

» Working in teams on team projects.

Week by Week Schedule

1. Lectures: Introduction to the course. Knowledge assessment. Orientation. Reflexivity.
Excercises: How to write reflexive research diary. Excercise 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.
Excercises: Selection of research topic, introduction to the topic
3. Lectures: Designing Qualitative Research
Excercises: Goals, purpose and research questions; teamwork selection
4. Lectures: Fieldwork – introduction, ethical, safety and political issues.
Excercises: Selection of the research method based on research questions
5. Lectures: Reflexivity and self in qualitative research
Excercises: Creating protocol for qualitative research
6. Lectures: Field notes and recording
Excercises: Testing the instruments, research techniques
7. Lectures: Sampling in different qualitative methods
Excercises: Sampling
8. Lectures: Interview method
Excercises: Informed consent, reporting on research to the ethical committee
9. Lectures: Individual (in-depth) interview
Excercises: Fieldwork report, introduction to data analyses, data saturation

10. Lectures: Opažanje
Excercises: Data analyses
11. Lectures: Analyses and presentation of the individual research results; reliability and validity and most common sources of errors and biases
Excercises: Interpreting research results, defending of reliability and validity of the data
12. Lectures: Presentation of qualitative research results
Excercises: 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
Excercises: Oral presentation of research results, code liste presentation
14. Lectures: Visual methods- photography and mapping
Excercises: 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

Additional Literature



Bloor, M. & Wood, F. (2006). *Keywords in Qualitative Methods*, Sage Publications

Qualitative Research Methods in Communication Sciences

118528



Lecturer in Charge



Doc. dr.sc.
Ivan Burić

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

40% written and 20% oral exam, 20% term paper, 20% attendance.

Course Description

The aim of the course is to introduce students to the basic qualitative methods used in scientific research of media and communications through theoretical lectures and deepen the acquired theoretical knowledge about the methods of the seminar.

Study Programmes

- » Communication Sciences (Studij) (*mass communication research, 2nd semester, 1st year*)

Learning Outcomes

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

1. Define and describe the types of qualitative research methods
2. Argue for or against the choice and use of research methods
3. Apply research methods
4. Analyze and interpret data
5. Demonstrate research results

General Competencies

The course allows students to acquire basic theoretical knowledge of qualitative research methods and after graduation acquirement can be expressed and applied in their scientific work (research) in the field of communications.

Week by Week Schedule

1. The research process;
2. Science and research: methodology and method, ways of knowing, the characteristics of the scientific method;
3. The development of the research project;
4. The study of mass media, qualitative and quantitative research;
5. Ethical dilemmas in qualitative research;
6. Defining research topics and subjects, formulating hypotheses and research questions;
7. Sample, data analysis and interpretation;

8. Internal and external validity of the research;
9. Presentation of results, replication of the studies;
10. Qualitative research methods:
Observation: definition and dimension of the method, advantages and disadvantages of the method, technique of observation method, examples of observation;
11. Interview: definition, types of interviews, the advantages and disadvantages of the method, structure of interview, coding, online interview, examples of interview
12. Focus groups: definition and characteristics of the method, advantages and disadvantages of the method, the use of method, online focus groups, examples of focus groups;
13. A case study: definition, characteristics of the method, advantages and disadvantages of the method;
14. Construction of case study (draft, pilot study, data collection, data analysis, report writing), examples of case study;
15. Ethnography: definition, macro and micro ethnography, descriptive and critical ethnography, the characteristics of the method, process of the method, traditional and virtual ethnography, examples of ethnography.

Literature



Berger, Arthur Asa (2011). *Media and Communication Research Methods: an Introduction to Qualitative and Quantitative Approaches, part III.*, Los Angeles, London, New Delhi: Sage Publications Inc.



Wimmer, Roger D.; Dominick, Joseph R. (2011). *Mass Media Research: An Introduction, 9th ed., chapter 5*, Boston: Wadsworth, Cengage Learning



Priest, Susanna Hornig (2010). *Doing Media Research: An introduction 2nd ed., chapter 5*, Thousand Oaks: SAGE Publications



Berger, Arthur Asa (2012). *Media analysis techniques*, Thousand Oaks: SAGE publications Inc.



Jensen, Klaus Bruhn (ed.) (2002). *A Handbook of Media and Communication Research. Qualitative and Quantitative Methodologies*, London, New York: Routledge

Quantitative Research Methods

144629

Lecturer in Charge



Doc. dr.sc.
Marija Brajdić
Vuković

Course Description

Course description

e-learning level 1
english level 1

Competency

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.

Learning Outcomes

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

Week plan

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

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Exercises 30

Teaching Assistant

doc. dr. sc. Dario Pavić

Grading

Oral and written exam,
obligatory class attendance,
written assignment.



Excercise Pilot research, finishing questionnaire
 7. Lecture Survey techniques
 Excercise Planning the sample
 8. Lecture Survey techniques
 Excercise Operationalization of the sample
 9. Lecture Survey techniques
 Excercise Preparing conduction of the fieldwork
 10. Lecture Data analyses planning, data presentation, report construction
 Excercise Data analyses, data presentation
 11. Lecture Measurement characteristics of survey, errors and biases
 Excercise Making report on survey results
 12. Lecture Content analysis
 Excercise Selection of content analysis topic; making of research design, preliminary analyses
 13. Lecture Analytical matrix
 Excercise Designing analytical matrix
 14. Lecture Sample in content analysis
 Excercise Sampling, analyzing
 15. Lecture Analysis of redundancy, making report
 Excercise Data analyses, reporting on results

Grading

Oral and written exam, obligatory class attendance, written assignment.

Study Programmes

- » Science Stream (Smjer) (*required course, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*required course, 1st semester, 1st 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.

Week by Week Schedule

1. Lecture: Characteristics of quantitative research methods; survey
Excercise: Selection of survey topic
2. Lecture: Introduction to survey method
Excercise: Development of research design
3. Lecture: Questionnaire
Excercise: Planning and conducting of orientation research
4. Lecture: Questionnaire
Excercise: Operationalization
5. Lecture: Sample
Excercise: Creating questionnaire
6. Lecture: Sample
Excercise: Pilot research, finishing questionnaire
7. Lecture: Survey techniques
Excercise: Planning the sample
8. Lecture: Survey techniques
Excercise: Operationalization of the sample
9. Lecture: Survey techniques
Excercise: Preparing conduction of the fieldwork
10. Lecture: Data analyses planning, data presentation, report construction
Excercise: Data analyses, data presentation
11. Lecture: Measurment characteristics of survey, errors and biases
Excercise: Making report on survey results
12. Lecture: Content analysis
Excercise: Selection of content analysis topic; making of research design, preliminary analyses
13. Lecture: Analytical matrix
Excercise: Designing analytical matrix
14. Lecture: Sample in content analysis
Excercise: Sampling, analyzing
15. Lecture: Analysis of redundancy, making report
Excercise: 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.

Quantitative Research Methods in Communication Sciences

118527



Lecturer in Charge



Doc. dr.sc.
Ivan Burić

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

40% written and 20% oral exam, 20% term paper, 20% class attendance

Course Description

The aim of the course is to introduce students to the basic quantitative methods used in scientific research of media and communications through theoretical lectures and deepen the acquired theoretical knowledge about the methods of the seminar.

Study Programmes

- » Communication Sciences (Studij) (*mass communication research, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*mass communication research, 3rd semester, 2nd year*)

Learning Outcomes

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

1. Define and describe all types of quantitative research methods
2. Argue for or against the choice and use of research methods
3. Apply research methods
4. Analyze and interpret data
5. Demonstrate research results

General Competencies

The course allows students to acquire basic theoretical knowledge of qualitative research methods and after graduation acquirement can be expressed and applied in their scientific work (research) in the field of communications.

Week by Week Schedule

1. Science and research: methodology and method, ways of knowing, the characteristics of the scientific methods;
2. The research process; Development of a research project;
3. The study of mass media, qualitative and quantitative research;
4. Ethical dilemmas in quantitative research;
5. Defining research topics and subjects, formulating hypotheses and research questions;

6. Sample, data analysis and interpretation;
7. Presentation of results, replication of the studies;
8. Quantitative research methods:
Content analysis: definition, features of a method, objectives and purpose of the application using the method, advantages and disadvantages of the method,
9. Methodological aspects of content analysis, content analysis process (conceptualization, design and analysis);
10. Poll: development of survey method, descriptive and analytical survey, advantages and disadvantages of survey method;
11. Designing survey questions, types of questions, the survey instrument (instructions, the order of questions, the length of the questionnaire), interviewing techniques (types, advantages and disadvantages)
12. Experiment: definition, advantages and disadvantages of lab experiment, the basic techniques of the experiment;
13. Perform experiments, draft and structure of the experiment;
14. Longitudinal research-quantitative perspective: development, types of longitudinal research;
15. Combining qualitative and quantitative data in longitudinal studies.

Literature



Berger, Arthur Asa (2011). *Media and Communication Research Methods: an Introduction to Qualitative and Quantitative Approaches, part IV.*, Los Angeles, London, New Delhi: Sage Publications Inc.



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



Wimmer, Roger D.; Dominick, Joseph R. (2011). *Mass Media Research: An Introduction, 9th ed., chapters 6, 7, 8, 9*, Boston: Wadsworth, Cengage Learning



Berger, Arthur Asa (2012). *Media analysis techniques*. Thousand Oaks: SAGE publications Inc., Thousand Oaks: SAGE publications Inc.



Jensen, Klaus Bruhn (ed.) (2002). *A Handbook of Media and Communication Research. Qualitative and Quantitative Methodologies*, London, New York: Routledge

Regional and Universal in Croatian Art

57144

Lecturer in Charge



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.

Study Programmes

- » Science Stream (Smjer) (*elective courses 2, 1st semester, 1st year*)
- » Science Stream (Smjer) (*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.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

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 djelo vanju 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*, Hrvasti 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 Babarović

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

Study Programmes

» Psychology (Studij) (*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

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Exercises 15

Grading

Activity in class (lectures and exercises) - 10%; Seminar papers - 30%; Homework - 10%; Written exam - 20%; Oral exam - 30%.



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.

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

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.

Study Programmes

- » Science Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*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.

Week by Week Schedule

1. Introductory lecture: methodology, objective and elaborate themes
2. Roman emperors and the persecution of Christians untill 313
3. Gregory reform and German emperors
4. The Crusades: Pope refers to the Western monarchs

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Valerija Macan Lukavečki, dr. sc.

Grading

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



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 jansenizm
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

Lectures 30

Lecturer
Mislav Kovačić, dr. sc.

Grading

Class attendance 10%,
preliminary exams 30%,
seminar paper 20%, written
exam 40%.

COM

CRO

CRO

CRO-S

CRO-T

HIS

PHI

PHI-S

PHI-T

PSY

SCI

SCI

SOC

TEA

TEA

TEA

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.

Study Programmes

» Science Stream (Smjer) (*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.

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 navještanja
evanđelja", *Kairos:
Evandeoski teološki časopis 1*
(2007), str. 6190., Biblijski
institut

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
Seminar 30

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.

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.

Study Programmes

» Science Stream (Smjer) (*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

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 - Visitationes 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). *Izvještaji 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

Seminar 30

Grading

Attending course 10%; Analysis of the sources 40%; Oral exam 50%.

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.

Study Programmes

» Science Stream (Smjer) (*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.

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Istraživanje [EN]
- 1 ECTS Referat [EN]
- 2 ECTS Usmeni ispit [EN]
- 6 ECTS

Forms of Teaching

- » Predavanja
 - » lectures
- » Vježbe u praktikumu
 - » practice

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 – Interpretation of Sources for Croatian History: the 19th Century

130523

Lecturer in Charge



Doc.
Kristina Milković
Šarić

ECTS Credits 6.0

English Level Lo

E-learning Level L1

Study Hours
Seminar 30

Grading

From students is expecting practical work with historical sources and to write an essay. There is not exam.

Course Description

Subject has 2 goals: 1. to introduce to theorys and methods in the field of research of the croatian history and 2.) analysis and interpretation of selected sources.

Study Programmes

» Science Stream (Smjer) (*research groups, 3rd semester, 2nd year*)

Learning Outcomes

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

1. To introduce to theorys and methods in croatian historiography which deals with 19. century
2. Analyse methodes and theoryes which can be applied to historical sources
3. Get acquainted with scientific research
4. Be able to interpret historical sources
5. Visit archives
6. Get acquainted with research work in archives

Screening of student's work

2 ECTS Pohađanje nastave [EN]

2 ECTS Esej [EN]

2 ECTS Praktični rad [EN]

6 ECTS

Forms of Teaching

- » Predavanja
 - » lectures will be deal with selected historical problems
- » Vježbe u praktikumu
 - » interpretation of selected historical sources

Week by Week Schedule

1. Introductory lecture: The Beginnings of Professional Historiography in Croatia in the second Half of the 19 Century

2. Approaches, Methodes and Theoris in Interpretation of Croatian History of 19 Century in 20 Century and Contemporary Historiography
3. Croatian History of the 19 Century in Foreign Historiography
4. Historiography and Tradition: collective memory
5. Political Uses of the Past and Political Mythology
6. Sources for the Croatian History of the 19 Century in Hrvatski državni arhiv - Visitation of Archives
7. Sources for the Croatian History of the 19 Century in Arhiv Hrvatske Akademije znanosti i umjetnosti - Visitation of Archives
8. Sources for the Croatian History of the 19 Century in Državni arhiv u Zagrebu - Visitation of Archives
9. Analysis of Selected Historical Sources
10. Analysis of Selected Historical Sources
11. Analysis of Selected Historical Sources
12. Analysis of Selected Historical Sources
13. Analysis of Selected Historical Sources
14. Analysis of Selected Historical Sources
15. The Final Discusion

Literature



Gross, Mirjana. (2001). *Suvremena historiografija. Korijeni, postignuća, traganja.*

Additional Literature



Bloch, Marc. (2008). *Apologija historije ili Zanat povjesničara.*



Brkljačić, Maja – Prlenda, Sandra (prir.). (2006). *Kultura pamćenja i historija.*



Burke, Peter. (2003). *Očevid. Upotreba slike kao povijesnog dokaza.*



Što je kulturalna povijest? (2006). *Burke, Peter.*



Car, Edward Kallet. (2004). *Što je povijest?*



Girardet, Raoul. (2000). *Politički mitovi i mitologije.*



Hroch, Miroslav. (2006). *Društveni preduvjeti nacionalnih preporoda u Europi. Komparativna analiza društvenog sastava patriotskih grupa malih europskih nacija.*



Hunt, Lynn (ur.). (2001). *Nova kulturna historija.*



Karaman, Igor. (2000). *Hrvatska na pragu modernizacije.*



Roksandić, Drago (ur.). (2004). *Uvodu komparativnu historiju.*



Šokčević, Dinko. (2006). *Hrvati u očima Mađara, Mađari u očima Hrvata. Kako se u pogledu preko Drave mijenjala slika Drugoga.*

Research Group – Researching and Writing about the 20th Century

96375



Lecturer in Charge



Izv. prof. dr.sc.
Ivica Lučić

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.

Study Programmes

» Science Stream (Smjer) (*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.

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours

Seminar 30

Teaching Assistant

Stipica Grgić, dr. sc.

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

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.

Study Programmes

» Science Stream (Smjer) (*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.

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours
Seminar 30

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.

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.

Screening of student's work

2 ECTS Pohađanje nastave [EN]
 2 ECTS Istraživanje [EN]
 2 ECTS Seminarski rad [EN]
 6 ECTS

Forms of Teaching

- » Predavanja
 - » lectures
- » Seminar
 - » seminar work

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 Inscriptio num
 Latinarum, Berlin*



*Corpus Inscriptio num
 Greacarum, Berlin*

Similar Courses

- » Povijest i kultura starog Egipta, Oxford
- » Povijest i kultura grčkog i rimskog svijeta, Oxford

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
Vranković

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

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 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

Grading

50% scientific research draft,
50% syllabus.

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.

Study Programmes

» Communication Sciences (Studij) (*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.

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 Verčić,
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



Izv. prof. dr.sc.
Danijel Labaš

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.

Study Programmes

» Communication Sciences (Studij) (*public relations, 2nd semester, 1st 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 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 to working in public relations;
Apply the skills of oral and written communication and the presentation skills;

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

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours

Exercises 15

Seminar 15

Teaching Assistant

Žanina Žigo

Grading

10% class attendance, 20% presentation, 30% seminar assignment, 40% written exam.



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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, Bio noza press, Zagreb, 2001: 2., 6. i 7. poglavlje

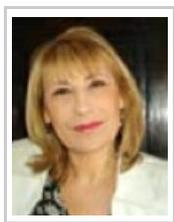


Regester, Michael; Larkin Judy, Risk Issues and Crisis Management, Kogan Page Limited, London, 2nd edition 2002.

Risks of Mass Communication

64749

Lecturer in Charge



Izv. prof. dr.sc.
Nada Zgrabljic
Rotar

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

100% exam.

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.

Study Programmes

- » Communication Sciences (Studij) (*mass communication research, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*mass communication research, 3rd semester, 2nd year*)
- » Communication Sciences (Studij) (*media, 1st semester, 1st year*)
- » Communication Sciences (Studij) (*media, 3rd 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.

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



Ramonet, Ignacio (2005) "Big Brother ili konformizam grusobe", u *Evropski glasnik*, br. 10, temat Totalitarizam medija, str. 363-371.

School Pedagogy

57253

Lecturer in Charge



Prof. dr.sc.
Marko Pranjić

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

Study Programmes

- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective cou, 1st semester, 1st year*)
- » Science Stream (Smjer) (*non profession-specific and/or profession-specific elective cou, 3rd semester, 2nd year*)
- » Teaching stream (Smjer) (*dipl-ns-smjer (4407);, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*dipl-ns-smjer (4407);, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*dipl-ns-smjer (4407);, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*dipl-ns-smjer (4407);, 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

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

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.

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.

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

Scientific Research Methodology

53897

Lecturer in Charge



Izv. prof. dr.sc.
Tomislav
Bračanović

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.

Study Programmes

» Science Stream (Smjer) (*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.

Forms of Teaching

» Seminar

» Two hours of seminars (90 min) per week.

ECTS Credits 1.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Ana Butković, dr. sc.

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

Similar Courses

- » Research Methods in Philosophy (Univ. of Central Florida), Oxford

Social Cognition and Perception

57109

Lecturer in Charge



Prof. dr.sc.
Renata Franc

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.

Study Programmes

» Psychology (Studij) (*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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Exercises 15

Teaching Assistant

Jelena Maričić, dr. sc.

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. Jervis (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 History

53923

Lecturer in Charge



Prof. dr.sc.
Mladen Ančić

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Grading

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

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.

Study Programmes

» History (Studij) (*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.

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

Social Impact Analysis

144625

Lecturer in Charge



Doc. dr.sc.
Marija Brajdić
Vuković

Course Description

Analysis of social impact is an effort to advance the value and assessment of social consequences that are likely to follow from the implementation of certain policies or programs, and specific actions by public or local politics, or individual public or private organizations. The importance of carrying out the analysis of social impacts is a direct consequence of recognizing the complexity of human communities and the realization that negative, unintended consequences may obscure the initial desired positive effect of the implementation of policies / programs / changes. The aim of this course is to enable students to recognize the different levels of potential social impacts as a result of the implementation of policies / programs / changes, learn to prepare an analysis of social impact, identify important indicators of social impacts according to the different dimensions of its importance for the individual, family and community, and to enable them to independently create project of social impact assessment.

Study Programmes

» Science Stream (Smjer) (*required course, 3rd semester, 2nd year*)

Learning Outcomes

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

1. Apply knowledge related to social impact.
2. Recognize patterns of social development.
3. Use corpus of knowledge related to findings and methodology of social impact.
4. Analyze and critically evaluate studies of social impact.
5. Define role of public in social impact assessment.
6. Design social impact assessment project.
7. Identify social impacts of public policies and projects.

Forms of Teaching

- » Predavanja
 - » Lectures with assignments and discussion.
- » Metodičke vježbe
 - » Working in teams on a specific project, developing the approach, research questions and instruments, together with the budget in order to measure the social impact of a given social project.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

At the very beginning of the course students will choose a topic that will be crucial for the preparation of the project of social impact analysis. Individual project submitted in the form of detailed project design is a prerequisite for success on the course. Overall grade will be based the success in project preparation, active participation in class, and success in the final written exam.



Week by Week Schedule

1. Course introduction, overview of social research methods in general
2. Introduction to SIA, history of SIA
3. Methodological approaches
4. Preliminary activities of the SIA process, SIA chain
5. Selection of impacts, difference between social change and social impact
6. Cultural impacts
7. Lifestyle impacts
8. Health impacts
9. Community impacts
10. Economic impacts
11. Environmental impacts
12. SIA indicators
13. Methods of data collection
14. Data analysis
15. Presentation of results, translating key findings into policies

Literature



Burdge, Rabel J. (2004). *A community guide to social impact assessment*, Social Ecology Press

Additional Literature



Brajdić Vuković, M., Ančić, B. i Domazet, M. (2014). *Podrška: Trajni učinak ili poticajni trenutak?*, Nacionalna zaklada za razvoj civilnoga društva

Social media

118530

Lecturer in Charge



Doc. dr.sc.
Jelena Jurišić

Course Description

The objective of the course is to provide students with basic knowledge from the field of social media, that is, to acquire and understand scientific and technical terminology and the historical development of the Internet and social media. The goal is also to familiarize students with the contemporary changes in the modes of communication and to employ critical thinking of such changes and circumstances. The role of online communication in all the spheres of society.

Study Programmes

» Communication Sciences (Studij) (*specialist working group 1, 2nd semester, 1st year*)

Learning Outcomes

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

1. Distinguish and understand the fundamental scientific and technical terminology in the field of online communication and social media.
2. Compare critically the advantages, disadvantages and the role of the social media.
3. Explain the role of social media in a variety of social spheres: economy, politics, religion, education and so on.
4. Compare and classify different types of social media.
5. Use social media in a socially responsible and beneficial way.
6. Explain the one's own choice of the use of social media
7. Write a seminar paper related to some of the current issues in social media.

General Competencies

Define, describe and evaluate social media, the history of their development and central issues.

Apply, classify and differentiate technical terminology.

Identify, evaluate and use a variety of scientific methods in social science, applied in communication sciences.

Professionally apply acquired theoretical and practical knowledge on the sphere of social media.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours
Seminar 30

Teaching Assistant
Vanessa Varga

Grading
50% seminar paper, 50%
exam/preliminary exams.



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Week by Week Schedule

1. A brief history of the Internet and social media (ARPANET, the World Wide Web, the first forums, blogs and social networks)
2. Web 2.0 (the development of the Internet, the semantic web or web data, the comparison of Web 1.0, Web 2.0 and Web 3.0 ideas)
3. Theoretical analysis of the role of the Internet since Marshall McLuhan up to now and the definition of a network in the theories of mass communication (Manuel Castells)
4. Virtual reality (the relationship of the real and virtual space, virtual space as an extension to or a parallel of a real space, a virtual and a real object, Walter Benjamin and the aura of real objects in relation to a virtual object, the process of digitization)
5. Social networks (Defining terms in social media, social networks and blogs, the social media division and basic characteristics, Facebook, Twitter, YouTube)
6. Using social media in journalism
7. Digital Experience (who produces information on the Internet, who selects them, evaluates them and presents them)
8. Marketing and social media (process, strategies, advertising, public relations, who are community managers)
9. Social media and civil actions (social media as tools for organizing and conducting civil action: humanitarian, political. Global and Croatian examples)
10. Social media, learning and teaching (online classrooms and lecture halls, global trends and domestic projects, project CARNet Škole 2.0, K12, Edmond)
11. Digital identity of the individual (identity is shaped in an environment of the Internet of things, self-presentation, e-portfolio)
12. Social media and heritage institutions (how heritage is related to technology, new ways of organizing knowledge and information, UNESCO Charter on the Preservation of Digital Heritage, museums, libraries and archives on the Internet, the theory of cultural memory on the web)
13. Social media and religion (online religious communities, Internet as a space for expression of religious identity, religious rites and rituals, and the Internet as a means of questioning spirituality)
14. Methods of social media research
15. Social media development: tendencies and forecasts

Literature



Jan Van Dijk: (2012). *The Network Society*, Sage Publications



Jose Van Dijck (2013). *The Culture of Connectivity: A Critical History of Social Media*, Oxford University Press



Manuel Castells (2012). *Networks of Outrage and Hope: Social Movements in the Internet Age*, Polity Press

Sociology of Croatian Society 5

57177

Lecturer in Charge



Izv. prof. dr.sc.
Mladen Puškarić

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Written exam, term exam,
seminar, presentation.

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.

Study Programmes

» Science Stream (Smjer) (*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. Compare 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.

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 2 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 5 ECTS

Forms of Teaching

- » Predavanja
 - » oral presentation
- » Seminar
 - » written seminar paper

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 Governement
10. History of Croatian State
11. Croatia and SFRY
12. Modern Croatian State
13. Caracetristics of Constitution from 1990.
14. Institutions of Croatian State
15. Croatia and EU

Literature



Sokol, Smerdel (2008). *Ustavno pravo, Zagreb*, Informator

Additional Literature



Mladen Puškarić (2012). *Europska integracija*, Stajer-Graf

Similar Courses

» Europska integracija, Oxford

Sociology of Development

132301

Lecturer in Charge



Izv. prof. dr.sc.
Irena Cajner
Mraović

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.

Study Programmes

- » Science Stream (Smjer) (*soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30Lecturer
Andreja Sršen, dr. sc.

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.

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.

Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Esej [EN]

2 ECTS Kolokviji [EN]

4 ECTS

Forms of Teaching

» Predavanja

» Processing of teaching material

» Seminar

» Students read in advance the default text and continue the process of learning in the class on the basis of discussion about this and other group activities.

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, feminist 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.



Razvojsposoban 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.

Similar Courses

- » Sociology of Development, Oxford

Sociology of Domestic Violence

131014

Lecturer in Charge



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.

Study Programmes

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

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Kolokviji [EN]
- 2 ECTS Seminarski rad [EN]
- 5 ECTS

ECTS Credits 5.0

English Level L3

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

1. colloquium 25% 2. colloquium
25% Written seminar 25%
Active participation in
seminars 25%



Forms of Teaching

- » Predavanja
 - » Processing of teaching material
- » Seminar
 - » Students read in advance the default text and continue the process of learning in the class on the basis of discussion about this and other group activities.

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 politics.
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*, Nakladni zavod Globus

Additional Literature



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



Kamenov, Ž., Galić, B. (2011). *Rodna ravnopravnost i diskriminacija u Hrvatskoj*, Ured za ravnopravnost spolova Vlade RH.



Harway, M., O'Neil, J.M. (1999). *What causes Men's Violence Against Women.*, Sage Publications.

Similar Courses

- » Violence against Women, Oxford

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

Lectures 15

Seminar 15

Grading

Short written essay and oral presentation in seminary 30% + oral exam 70%.

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.

Study Programmes

- » Science Stream (Smjer) (*soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*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.

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

Lecturers in Charge



Izv. prof. dr.sc.
Irena Cajner
Mraović



Doc. dr.sc.
Anita Dremel

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.

Study Programmes

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

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Valentina Asančaić

Grading

1. colloquium 25%; 2. colloquium 25%; Written seminar 25%; Active participation in seminars 25%.

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Kolokviji [EN]
- 1 ECTS Seminarski rad [EN]
- 4 ECTS

Forms of Teaching

- » Predavanja
 - » Processing of teaching material
- » Seminar
 - » Students read in advance the default text and continue the process of learning in the class on the basis of discussion about this and other group activities.

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) Uvodu 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.) Razvojsposoban za budućnost. Prinosi promišljanju održivog razvoja Hrvatske, Zagreb: Institut društvenih znanosti Ivo Pilar, str. 13-52.

Similar Courses

- » Introduction to Community and Environmental Sociology, Oxford

Sociology of science and technology

144417

Lecturer in Charge



Doc. dr.sc.
Marija Brajdić
Vuković

Course Description

Understanding the roles of science and technology in broader societal context – as well as the influences of that context on the practices and uses of science and technology would seem to be a prerequisite to a successful career in the social sciences. This course seeks to contribute to such improved understandings by introducing students to the area of research typically characterized as “science and technology studies” (STS) its basic ideas as well as open debates. Each week we will explore and discuss difficult questions that have inspired STS scholars for many years. The readings for the seminar have been selected to challenge the common-sense ideas that students have likely developed about these everyday concepts.

Study Programmes

» Science Stream (Smjer) (*required course, 1st semester, 1st year*)

Learning Outcomes

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

1. Explain basic concepts and debates of the science and technology studies
2. Analyze the role of public in future and advancement of science and technology, and in scientific and technological debates and controversies
3. Evaluate key issues and controversies related to the funding and advancement of science and technology
4. Identify and describe the role of science and technology in social change
5. Evaluate science and technology policies and their impact on the future of societal development

Forms of Teaching

- » Predavanja
 - » Lectures with discussion.
- » Seminar
 - » Presenting and discussing seminar literature in teams.

Week by Week Schedule

1. Science. What is science?

Seminar: Robert Merton, Thomas Kuhn, Thomas Gieryn, Robert Evans.

ECTS Credits 4.0

English Level L3

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Students will be grouped into teams that will be responsible for the reading, preparation and presentation of specific seminar topics. Students will also be responsible for an individual project that will be evaluated in the form of the final essay. The rating of the course is awarded on the basis of teamwork seminar (40%), active participation in class (20%) and the quality of essay (40%).



2. Objectivity and Truth.

Seminar: Sandra Harding, Steven Shapin

3. Facts. Ignorance.

Seminar: The social construction of scientific knowledge.

4. Bodies. Gender. Transhumanism.

Seminar: Londa Schiebinger, Jenny Reardon

5. Technology. Technology and work.

Seminar: Langdon Winner, Trevor Pinch, Wiebe E. Bijker, Ruth Schwartz Cowan, David Noble

6. Modernity.

Seminar: Bruno Latour, Ulrich Beck

7. Nature, culture and society.

Seminar: Strong programme. Donna Haraway, Michael Callon

8. Disciplines.

Seminar: Stephen Turner, Adele Clarke

9. Rewards in science and academia.

Seminar: Margaret W. Rossiter, Bruno Latour, Steve Woolgar

10. Commercialization of science.

Seminar: Henry Etzkowitz, Daniel Lee Kleinman, Steven P. Vallas

11. Science and public. Public understanding of science.

Seminar: Brian Wynne, Phil Brown

12. Expertise and non-experts.

Seminar: Brian Wynne, Phil Brown

13. Scientific controversies.

Seminar: Pam Scott, Evelleen Richards, Brian Martin, Daniel Sarewitz.

14. 14. Lecture: Science and policy.

Seminar: Sheila Jasanoff

15. 15. Lecture: Science, technology and environment. How

Seminar: Nico Stehr, Joachim Spangenberg, Charles Perrow, Vaughan Diane

Literature



Sismondo, S. (2009). *An Introduction to Science and Technology Studies, 2nd Edition.*, Wiley – Blackwell.

Additional Literature



Hacking, I. (1999). *The Social Construction of What*, Harvard University Press



Allenby, B. and Sarewitz, D. (2011). *The Techno-Human Condition*, MIT Press.

Sociology of Social Changes

78823



Lecturer in Charge



Izv. prof. dr.sc.
Krešimir
Peračković

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Grading

Obligatory class attendance and discussion, final written exam.

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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

Study Programmes

» Science Stream (Smjer) (*required course, 1st semester, 1st 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. To analyze data from secondary sources and conclude which social processes are relevant

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.

Forms of Teaching

» Predavanja

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.

Strategic Thinking

57250

Teaching Assistant



Daria Mateljak

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours
Exercises 30

Grading

The final grade shall be based on the student's work during the semester, the results of the written exam and seminar paper.

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.

Study Programmes

» Communication Sciences (Studij) (*public relations, 2nd semester, 1st 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.

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

Stress and Psychotrauma

144889

Lecturer in Charge



Izv. prof. dr.sc.
Lana Mužinić

Course Description

Introduction to the concept of stress, influence of stress on mental and physical health, and new possibilities in diagnosis, prevention, and treatment of adverse consequences of stress, especially psychological trauma.

Study Programmes

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

Learning Outcomes

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

1. Explain the concept of stress from different theoretical points of view.
2. Distinguish between stress, stressor, and stress reaction.
3. Describe the role of the central nervous system and endocrine system in stress reaction
4. Describe genetic and epigenetic factors associated with reactivity to stressor (trauma).
5. Describe biological and psychophysiological stress-related indicators (biomarkers).
6. Explain the concept of psychological trauma.
7. Describe the use of biomarkers, especially psychophysiological ones, in the diagnosis and treatment of posttraumatic stress disorder.
8. Describe morphological changes in the brain and their functional role in individuals with posttraumatic stress disorder.
9. Explain the principles of prevention, treatment, and rehabilitation of stress-related disorders.

General Competencies

Students will be familiar with the concept of stress, ways of its prepoznavanja, its role in traumatic disorders, and with biomarkers, morphological changes and their functional role in the treatment and rehabilitation of stress disorders.

Week by Week Schedule

1. Concept of stressors, stress reaction
2. Biological basis of stress reaction

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours
Seminar 30

Teaching Assistant
Igor Marinić, dr. med.

Grading
Written and oral examination
and continual contributions to
classes



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3. Mental and somatic aspects of stress, and especially recent advances in the diagnosis and treatment of adverse effects of stress.
4. Concept of psychological trauma, genetic and epigenetic factors associated with reactivity to stress and trauma
5. Stress-related morphological changes in the brain and neuroendocrine and immunologic systems, and psychophysiological indicators in traumatized individuals.
6. Shown how these indicators may be used in identification of risk factors and applied in prevention, diagnosis, and treatment of posttraumatic stress disorder and other stress-related disorders.
7. Concept of biomarkers and possibilities of modern biotechnology in diagnosis and treatment of stress-related disorders.
8. Prepare students to use relevant literature in this field of biomedical sciences
9. Discussion about case studies
10. Discussion about articles and case studies
11. n/a
12. n/a
13. n/a
14. n/a
15. n/a

Literature



Kozarić Kovačić D. Prevencija stresa i trauma. Zagreb, 1998 (skripta)



Kozarić Kovačić D, Pivac N, Mueck Šeler D, Žarković N. Stres na radu ?njegove karakteristike i prevencija. Zagreb, 2005 (u pripremi).



Chorousos G.P. et al. (eds.): Stress ?Basic Mechanisms and Clinical Implications. Annals of the New Yor Academy of sciences, 1995, str. 771.

Student Placements

133183

Lecturer in Charge



Doc. dr.sc.
Adrijana Koščec
Đuknić

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.

Study Programmes

- » Psychology (Studij) (*specific and professional skills, 4th semester, 2nd year*)

Learning Outcomes

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

1. Integrate 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

Screening of student's work

1 ECTS Seminarski rad [EN]
4 ECTS Praktični rad [EN]
0.5 ECTS Diaries
0.5 ECTS Orientation and supervision session
6 ECTS

Forms of Teaching

- » Seminar
 - » as scheduled by the receiving organization
- » Terenske vježbe
 - » work in organization

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours

Exercises 60

Seminar 30

Grading

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. 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.
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Literature



Literaturu za seminarski rad propisuju mentori prakse

Teaching Competencies in Modern Curriculum

144752



Lecturer in Charge



Doc. dr.sc.
Marjan Ninčević

Course Description

Objective/competences:

Generally define school, teaching, teacher and student from the point of view of contemporary pedagogy. Generally determine the art of teaching. Analyse basic tenets of the theory of teaching. Analyse the models of the relationship between theory and practice in pedagogy and didactics and develop basic teaching skills or professional teacher's competences, which among other things include attitude and tact in communication with students. Acquire the models of class-teaching atmosphere development as well as class cohesiveness in the context of interculturalism. Acquire teacher's competences in the field of curriculum development methodology.

Study Programmes

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

Learning Outcomes

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

1. Develop pedagogical competences necessary to every teacher for work in the educational process in contemporary school
2. Identify competences of critical analysis of the teaching process in primary and elementary school
3. Explain key concepts related to the field
4. Identify theories and practice in contemporary curriculum
5. Identify different theoretical positions and criteria relevant when developing theoretical models
6. Design theoretical models with a critical attitude

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

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).

7. Identify teacher competences in the field of curriculum development methodology.
8. Develop the pedagogical perspective when understanding and explaining pedagogical practice

General Competencies

On the level of the programme, the course makes the student capable of:
Correctly interpreting basic concepts: teacher, competences, pedagogical competences

Analysing pedagogical competences that every teacher needs to be able to work in school

Defining curriculum and what it should be according to the theories of curriculum

Understanding similarities and differences between didactics and curriculum

Developing a curriculum.

Week by Week Schedule

1. Teacher competences (concept, definition, elements)
2. Teachers (knowledge, abilities, specific quality of the teaching profession, professional development of teacher).
3. Teacher's competences (cognitive, functional, personal, related to the subject/field, methodological, didactic, reflexive)
4. Social competences of teachers (how to develop and apply social competences. The main areas of abilities that define social competences)
5. Emotional intelligence and communication in teaching and learning (importance of communication. The structure of the communication cycle and the flow of information. Dialogue as the process of exchange, processing and improvement of information. Communication cycle. Listening as communication – active listening).
6. Developing teacher's competences (monitoring one's work – reflexive competence. Mastering development phases. Motivation).
7. Art of lesson planning – methodical path (Planning and preparing, elaboration of basic situations in teaching and learning, the selection of methods, procedures, forms of work, techniques and strategies of learning, ways of evaluating, timing).
8. Basic teacher skills while holding lessons (beginning, duration with transitions and the end of a lesson)
9. Components of teaching when revising and practicing (types, frequency, and organization of revision. The process of practicing. The content of practicing. Corrective practicing.)
10. Team teaching (concept of team and team learning. Purpose and objective of team teaching/learning).
11. Material-technical and pedagogical aspects of teaching and learning (space, equipment, authentic reality)
12. Quality indicators (curriculum, achievements, learning and teaching, support to students, school ethos, resources, management, carrying out, quality commitment).
13. Art of achieving class discipline (authority of teacher, art of restitution).
14. Art of developing class atmosphere (basic factors).
15. Curriculum development (conceptual definition of curriculum, understanding the role of the national curriculum framework, curricular cycle)

Literature



Jurčić, M. (2012). *Pedagoške kompetencije suvremenog učitelja*, Recedo d.o.o.



Jensen, E. (2003). *Super nastava*, Educa



Kyriacou, K. (2001). *Temeljna nastavna umijeća*, Educa



Langer, I./Schulz von Thun, F./Tausch, R. (2003). *Kako se razumljivo izražavati*, Erudita



Meyer, H. (2005). *Što je dobra nastava*, Educa

Textology

144785



Lecturers in Charge



Doc. dr.sc.
Šime Demo



dr.sc.
Lucija Krešić

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Written test, work through entire semestar.



Course Description

Subject's goal is to empower student for independently preparation of Latin manuscripts for publishing.

Study Programmes

» Croatian Latinity (Studij) (*required course, 1st semester, 1st year*)

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 contributes to all learning outcomes at the programme level.

Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Praktični rad [EN]

4 ECTS

Forms of Teaching

- » Predavanja
 - » Lectures, oral presentations, discussions.
- » Lektorske vježbe
 - » Text editing and transcription

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 (writing 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

Similar Courses

- » Institut za engleske studije, kritika teksta, izdavanje teksta, Oxford

The American War of Independence in British newspapers

144951

Lecturer in Charge



Izv. prof. dr.sc.
Alexander
Buczynski

Course Description

Study Programmes

- » Science Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 4th semester, 2nd year*)

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

The Croatian Humanist Epic

86902

Lecturer in Charge



Doc. dr.sc.
Maja Matasović

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.

Study Programmes

- » Teaching stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Teaching stream (Smjer) (*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.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
Seminar 30

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 European Union and Civil Society

64856



Lecturer in Charge



Prof. dr.sc.
Tihomir Cipek

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.

Study Programmes

- » Science Stream (Smjer) (*soc-dipl(5393): elective courses, 3rd semester (science stream), 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*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.
8. Define the role of civil society in

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Lecturer

izv. prof. dr. sc. Mladen
Puškarić

Grading

Written exam, term exam,
seminar paper, presentation.

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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.

Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

2 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

5 ECTS

Forms of Teaching

» Predavanja

» oral presentation

» Seminar

» oral 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

Additional Literature



Mladen Puškarić (2010). *Razvojrutopske integracije*, Studia Vita

Similar Courses

» Institucije europske unije, Oxford

The history of masculinity: the mental evolution of man in Europe XVI. to half of the XIX. century

144822

Lecturer in Charge



Prof. dr.sc.
Miroslav Bertoša

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

Course Description

Study Programmes

» Science Stream (Smjer) (*archival and historical sciences, 2nd semester, 1st year*)



The idea of Europe

57185



Lecturer in Charge



Izv. prof. dr.sc.
Mladen Puškarić

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Written exam, term exam, in-class exam, term paper.

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.

Study Programmes

- » Science Stream (Smjer) (*soc-dipl (4420): elective courses, 1st semester (science stream), 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*elective courses, 3rd 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

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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.

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

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.

Study Programmes

- » Teaching Stream (Smjer) (*kro-dipl (13096): elective courses 1 (teaching stream), 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*kro-dipl (13096): elective courses 1 (teaching stream), 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. Describe, the students should be able to connect knowledge and explain the interpreted texts.
4. Explain 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.
6. Explain interpretation of poetry
7. Explain interpretation of narrative text.
8. Explain interpretation of drama

General Competencies

Make the students capable of literary interpretation and the identification, detection and supporting the meaning of a literary text.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

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

Screening of student's work

0.5 ECTS	Pohađanje nastave [EN]
0.5 ECTS	Participation
1.5 ECTS	Essay 1
1.5 ECTS	Essay 2
<hr/>	
4 ECTS	

Forms of Teaching

- » Predavanja
 - » Heuristic class
- » Metodičke vježbe
 - » Solving problems oriented class

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 Mihalčić: "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

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 Mihalčić: "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

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 (poglavljia: Mikrostrukture stila i književne forme, Stih, Umjetnička proza, Interpretacija, Drama, dramaturgija, kazalište)*, Nakladni zavod Globus, Zagreb



Solar, Milivoj (1997). *Vježbe tumačenja*, MH, Zagreb

Similar Courses

- » Interpretacija književnog teksta, Oxford

The Jesuits , mission , myths and history

144825

Lecturer in Charge



Prof. dr.sc.
Mijo Korade

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Course Description

Study Programmes

- » Science Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)



The Media: A Critical Approach

96364

Lecturer in Charge



Doc. dr.sc.
Tomislav Janović

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

Study Programmes

» Communication Sciences (Studij) (*specialist working group 1, 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

ECTS Credits 5.0

English Level L2

E-learning Level L2

Study Hours
Seminar 30

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). *Uvodu 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

The Media and Children

86357

Lecturer in Charge



Izv. prof. dr.sc.
Danijel Labaš

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Lana Ciboci

Course Description

Study Programmes

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

Literature



Ilišin, Vlasta; Marinović Bobinac, Ankica; Radin, Furio (2001). *Djeca i mediji: uloga medija u svakodnevnom životu djece*, Državni zavod za zaštitu obitelji, materinstva i mladeži. Zagreb.



Mikić, Krešimir (2001). *Značenje medija u životu mladih*, Zbornik Učiteljske akademije u Zagrebu, 3 (2001) 1, 251-262.



Strasburger, Victor C., Wilson, Barbara J. (2002). *Children, adolescents & the media*, Sage Publications, Thousands Oaks, London, New Delhi



Nessia, Laniado (2005). *Naše dijete, video igre, internet i televizija - što učiniti ako ga hipnotiziraju*, Studio TiM, Rijeka



Miliša, Zlatko (2008). *Odgoji manipulacija djecom u obitelji i medijima: prepoznavanje i prevencija*, Marko M. usluge, Zagreb

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

Lectures 30

Grading

Written exam, term exam,
seminar, presentation.

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.

Study Programmes

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

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

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.

Study Programmes

» History (Studij) (*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.

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

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
Lectures 30

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.



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 Ljber, Zagreb



K. Jenkins (2008). *Pro mišljanje 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

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.

Study Programmes

» Teaching Stream (Smjer) (*kro-dipl (4423): elective courses I, 1st semester (teaching 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 encyclopedias.
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

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Lecturer

Lucia Miškulin Saletović, v.
pred. dr. sc.

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).



Screening of student's work

- 0.4 ECTS Pohađanje nastave [EN]
- 1.4 ECTS Pismeni ispit [EN]
- 1.4 ECTS Usmeni ispit [EN]
- 0.8 ECTS active participation
- 4 ECTS

Forms of Teaching

- » Predavanja
 - » 2 hours per week x 15 weeks

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 und onomastics
11. Sociolinguistics and pragmatics
12. Text and discourse
13. Applied linguistics and semiotics
14. Revision
15. Final test

Literature



De Saussure, Ferdinand (2000). *Tečajopće lingvistike, prev. Vojsmir Vinja (odabrana poglavlja)*, IHJJ, Zagreb



Glovacki-Bernardi, Zrinjka i dr. (ur.) (2007). *Uvodu lingvistiku (odabrana poglavlja)*, Školska knjiga, Zagreb



Hjelmslev, Louis (1980). *Prolegomena teoriji jezika, prev. Ante Stamać (odabrana poglavlja)*, GZH, Zagreb



Matasović, Ranko (2001). *Uvodu u poredbenu lingvistiku (odabrana poglavlja)*, Matica hrvatska, Zagreb



Mičanović, Krešimir (2006). *Hrvatski s naglaskom (odabrana poglavlja)*, Disput, Zagreb

Similar Courses

- » Teorija jezika, Oxford

Theory of Literature

57152

Lecturer in Charge



Doc. dr.sc.
Davor Piskač

Course Description

The aim of the course is to enable students to understand the nature of literary texts.

Study Programmes

» Teaching Stream (Smjer) (*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. Describe 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.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

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

Screening of student's work

0.5 ECTS	Pohađanje nastave [EN]
0.5 ECTS	Participation
2 ECTS	Essay 1
2 ECTS	Essay 2
<hr/>	
5 ECTS	

Forms of Teaching

- » Predavanja
 - » Heuristic class
- » Seminar
 - » Problems solving oriented class

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 (1988). *Teorija književnosti*, ŠK, Zagreb

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).

Similar Courses

- » Teorija književnosti, Oxford

Theory of Psychological Testing

57115

Lecturer in Charge



Doc. dr.sc.
Mislav Stjepan
Žebec

Course Description

Provide knowledge in the field of psychometrics, which will enable students to understand the methodological characteristics of psychological tests.

Study Programmes

» Psychology (Studij) (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.

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

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Exercises 15

Teaching Assistant

doc. dr. sc. Miroslav Rajter

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.



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

Lectures 15

Seminar 15

Grading

Written exam, term exam,
seminar, presentation.

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.

Study Programmes

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

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 Violence of Children and Minors

57205

Lecturer in Charge



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 juvenile violence.

Study Programmes

- » Science Stream (Smjer) (*soc-dipl (4421): elective courses, 2nd semester (science stream), 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*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.

Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Valentina Asančaić

Grading

1. colloquium 25%; 2. colloquium 25%; Written seminar 25%; Active participation in seminars 25%.

Forms of Teaching

- » Predavanja
 - » Processing of teaching material
- » Seminar
 - » Students read in advance the default text and continue the process of learning in the class on the basis of discussion about this and other group activities.

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.

Similar Courses

- » Bullying and Violence in Schools, Oxford

TV Journalism

57245

Lecturer in Charge



Izv. prof. dr.sc.
Nada Zgrabljic
Rotar

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.

Study Programmes

» Communication Sciences (Studij) (*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.

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;

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours

Exercises 30

Teaching Assistant

Maja Fišter

Grading

50% practical work, 50% project.



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

Urban History in the Modern Age

57172

Lecturer in Charge



Izv. prof. dr.sc.
Darko Vitek

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

Course Description

The aim of the course is to familiarize students with the basic processes of urban development in the new Ages. The course is organized in two parts. In the first, students will become familiar with the basic features of the development of European cities. In the second part the emphasis will be put on the urban development of the Croatian.

Study Programmes

- » Science Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)

Learning Outcomes

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

1. Describe the basic features of urban development of Europe
2. Describe the basic features of urban development of Croatia
3. Use the relevant scientific literature on urban history
4. Write an essay on urban development of Croatia
5. Define the basic concepts of urban history
6. Recognize the basic features of of a modern age urban development of Croatia

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Istraživanje [EN]
- 1 ECTS Seminarski rad [EN]
- 4 ECTS

Week by Week Schedule

1. Introduction - basic concepts of urban history
2. Urban development of Apennine peninsula in modern period
3. Urban development of Castile and France in modern period
4. Urban development of Germany and Switzerland
5. Urban development of England in modern period

6. Urban development in the Austrian and Czech lands
7. Town in Sweden and Holland
8. Urban development in Poland and Russia
9. Basic features of urban development of Dalmatia
10. Urban development of Istria
11. Dubrovnik in modern period
12. Towns of Military frontier in modern period
13. Urban development of Slavonia
14. Towns of northwestern Croatia
15. Urban development of Croatia in the European context

Literature



S. R. EPSTEIN (2001). *TOWN AND COUNTRY IN EUROPE, 1300-1800*, Cambridge University Press



B. Milić (1994). *Razvoj grada kroz stoljeća II*, Školska knjiga



A. Mohorovičić (2003). *Hrvatska i Europa, kultura, znanost i umjetnost, sv. III, barok i prosvjetiteljstvo*, Školeska knjiga

War in European History – The Homeland War

79095



Lecturer in Charge



Izv. prof. dr.sc.
Ante Nazor

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

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

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.

Study Programmes

- » Science Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Science Stream (Smjer) (*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

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
Vranković

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.

Study Programmes

» Teaching Stream (Smjer) (*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.

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

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

It is assessed the participation and activity in classes, knowledge in revision tests, knowledge in exam.



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 Anđela Delale

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.

Study Programmes

» Psychology (Studij) (*specific and professional skills, 4th 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.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours
Exercises 30

Grading

Obligations during the course:
Regularly class attendance: up to 60 points. Final practical work in planning group work: up to 20 points. Written exam: up to 10 points. Demonstration of group work skills: 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



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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.

Screening of student's work

1.5 ECTS	Pohađanje nastave [EN]
0.3 ECTS	Kolokviji [EN]
0.3 ECTS	Praktični rad [EN]
0.9 ECTS	Individual assignments
<u>3 ECTS</u>	

Forms of Teaching

» Seminar

» four hours once in two weeks

» Metodičke vježbe

» Developing group work skills based on principles of group work and experiential learning

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*, Društvo za psihološku pomoć



Lučanin, D., Despot Lučanin, J. (2010). *Komunikacija u upravljanju. U: Lučanin, D., Despot Lučanin, J. (ur.) Komunikacijske vještine u zdravlju*, Jastrebarsko: Naklada Slap.

Additional Literature



Forsyth, D.R. (2009). *Group Dynamics. Belmont: Wadsworth/Cengage learning*, Group Dynamics. Belmont: Wadsworth/Cengage learning

Working with Students with Special Educational Needs

53821



Lecturer in Charge



Izv. prof. dr.sc.
Adinda Dulčić

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.

Study Programmes

- » Psychology (Studij) (*elective courses, 1st semester, 1st year*)
- » Psychology (Studij) (*elective courses, 3rd semester, 2nd year*)
- » Psychology (Studij) (*elective (teaching module), 1st semester, 1st year*)
- » Psychology (Studij) (*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.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

Lectures 15

Exercises 15

Teaching Assistant

doc. dr. sc. Katarina Pavičić
Dokoza

Grading

Final exam

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.

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.

Lecturer in Charge



Izv. prof. dr.sc.
Mario Grčević

Course Description

The aim of the course is to familiarize the students with the main developments in the Croatian linguistic normative efforts in 20th century, from the early 20th century to the early 90s. The students shall be taught to understand more recent normative tendencies.

Study Programmes

- » Science Stream (Smjer) (*elective courses 2, 1st semester, 1st year*)
- » Science Stream (Smjer) (*elective courses 2, 3rd semester, 2nd year*)
- » Teaching Stream (Smjer) (*kro-dipl (130 96): elective courses 1 (teaching stream), 1st semester, 1st year*)
- » Teaching Stream (Smjer) (*kro-dipl (130 96): elective courses 1 (teaching stream), 3rd semester, 2nd year*)

Learning Outcomes

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

1. Explain why in the first decades of the 20th century a mix of older and more recent orthographic and linguistic rules was observable in Croatian literature (that of the Zagreb school of philology and that of Croatian vukovci);
2. Identify language policy guidelines in the first Yugoslavia, NDH and the Socialist Federal Republic of Yugoslavia, and their relation to ideology;
3. Explain the facts from the diachronically and structurally oriented normative effort;
4. Describe the major grammatical handbooks in the 20th century
5. Describe the major orthography handbooks in the 20th century
6. Describe the major dictionaries of the Croatian language in the 20th century

General Competencies

Define the basic normative guidelines in recent Croatian linguistic history. Understand and explain the normative divergence in recent Croatian linguistic history.

Week by Week Schedule

1. Croatian Vukovci - the origin and objectives
2. Grammar and language consulting activity, Neo-Shtokavian purism

ECTS Credits

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Grading

Class effort 20%, exam 60%,
class attendance 20%.



3. Language policy of the Kingdom of Yugoslavia and the Croatian language, orthography
4. Society "Hrvatski jezik" (1936/1937), Movement for the Croatian literary language (1938)
5. Peter Guberina: "Why can we talk about a separate Croatian literary language?" P. Guberina Kruno Krstić: "Differences between the Croatian and Serbian literary language" (1940).
6. Language policy in the Independent State of Croatia
7. Croatian language in the Communist Party during the Second World War
8. Croatian language norm after World War II (1945)
9. Novi Sad Agreement (1954)
10. Declaration on the Status and Name of the Croatian Literary Language (1967)
11. Croatian grammar books in the second half of the 20th century
12. Lexical norm in the second half of the 20th century
13. Overview - orthographic norm
14. Overview - Croatian grammar
15. Croatian lexis and lexicography

Literature



Babić, Stjepan (1990). *Hrvatski jezik u političkom vrtlogu*, Zagreb



Babić, Stjepan (2005). *Temelji Hrvatskomu pravopisu*, Školska knjiga, Zagreb



Bašić, Nataša (2008). *Novosadski dogovor u kontekstu jugoslavenske jezične politike prve polovice XX. stoljeća. Babićev zbornik o 80. obljetnica života, 199.-237.*, Ogranak Matice hrvatske, Slavonski Brod



Brozović, Dalibor (2006). *O suvremenoj morfološkoj normi hrvatskoga jezičnog standarda i o morfološkim značajkama standardne novoshtokavštine uopće. U: D. Brozović Neka bitna pitanja hrvatskoga jezičnog standarda, 109-141.*, Školska knjiga, Zagreb



Samardžija, M., Ivo Pranjković (ur.) (2006). *Hrvatski jezik u XX. stoljeću. Matica hrvatska, Zagreb. Samardžija, Marko. 2008. Hrvatski jezik, pravopis i jezična politika u NDH. Hrvatska sveučilišna naklada, Zagreb. Samardžija, Marko. 2012. Hrvatski jezik i pravopis od ujedinjenja do kraja Banovine Hrvatske (1918.-1941.)*, Školska knjiga, Zagreb

Lecturer in Charge



Prof. dr.sc.
Marko Pranjic

Course Description

The course objective is to provide future teachers with the insight into scientific findings regarding the characteristics of a desirable textbook; train them to critically approach and analyse and finally select a textbook based on the quality of content and didactic organization; prepare them to be able to adequately use the textbook as a teaching tool in the educational process.

Study Programmes

- » Teaching stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st year*)
- » Teaching Stream (Smjer) (*required elective group_2nd semester, 2nd semester, 1st year*)

Learning Outcomes

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

1. Explain the role and importance of the textbook in the process of education and learning,
2. Outline the examples of legal regulations relevant for the process of textbook creation,
3. Judge on the transmission and transformation dimension of the textbook,
4. Distinguish didactic instruments of textbook units,
5. Describe didactic instruments of the first and last pages of a textbook,
6. Interpret didactic criteria of textbook instruments,
7. Analyze the educational role of the textbook,
8. Identify a desirable textbook,
9. Select among officially approved textbooks,
10. Use a textbook adequately in the process of teaching and learning.

ECTS Credits

English Level L1

E-learning Level L1

Study Hours

Lectures 30

Lecturer

Rona Bušljeta, dr. sc.

Grading

Lecture attendance, preparation for classes (reading the assigned literature), and participation in discussions (20% of the final grade), seminar paper (30% of the final grade), and the exam (50% of the final grade).



General Competencies

On the level of the programme, this course will train the future teachers to:
Theoretically and practically implement relevant knowledge obtained in the educational courses (pedagogy, didactics, teaching methodology, psychology of education).

Present arguments regarding advantages and disadvantages of certain theoretical tenets.

Evaluate textbooks based on certain qualitative and quantitative criteria.

Select individual theoretical positions for practical application.

Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

Forms of Teaching

» Predavanja

» The course content will be delivered with the help of power point presentations. The students will be able to independently and collaboratively participate in constructive discussions with the lecturer.

Week by Week Schedule

1. Determine the importance and role of the textbook as a teaching tool.
2. Connection between teaching (the theory of teaching) and the textbook.
3. Defining relevant determinants of a desirable textbook.
4. Textbook and education. Stressing the importance of the organization of textbook as a teaching tool.
5. Legal regulations concerning the process of textbook creation. The overview and analysis of the teaching plan, textbook standards, Law on textbooks for elementary and secondary schools, the National curriculum etc.
6. Explaining the common practice regarding the processes of creation, approval, and selection of textbooks in the Republic of Croatia, and the comparison with the European policy and practice.
7. Textbook transmission and transformation role. Theoretical and practical differentiation of the mentioned roles.
8. Developing the didactic and educational instruments of the textbook.
Specific definition of:
Didactic and methodological instruments on the first and last pages of the textbook,
Didactic and methodological instruments of a textbook unit,
9. Didactic and methodological criteria of textbook instruments.
10. Establishing desirable criteria of pictorial and textual textbook instruments and defining their importance for the process of learning and teaching.
11. Transmission (content-related) textbook role.
12. The importance of the content in the processes of teaching and learning and didactic and methodological criteria of organizing the content.
13. Connecting the dimensions of content and didactic organization of a textbook in the processes of teaching and learning (theoretically).
14. Connecting the dimensions of content and didactic organization of a textbook in the processes of teaching and learning (practically).

15. Presenting a seminar paper in the form of a review of a scientific paper, a book or legal provisions connected with textbooks and/or individual didactic-methodological and content-related analysis of officially approved textbooks.

Literature



Poljak, V. (1980). *Didaktičko oblikovanje udžbenika i priručnika*, Školska knjiga



Malić, J. (1986). *Koncepcija suvremenog udžbenika*, Školska knjiga



Mikk, J. (2000). *Textbook: Research and Writing*, Peter Lang



(2007). *Udžbenički standard*, Narodne novine



Pingel, F. (2000). *Vodič za istraživanje i reviziju udžbenika*, Profil

Lecturer in Charge



Izv. prof. dr.sc.
Danijel Labaš

Course Description

Introduce students to the characteristics of communication within corporations and companies, organizing their departments and services for corporate communications and public relations. Train students for work in public relations in corporations and businesses.

Study Programmes

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

Learning Outcomes

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

1. Identify and explain corporate communications
2. Apply specific tools and techniques in corporate public relations
3. Analyze the place and role of corporate public relations in society
4. Demonstrate the ability to perform tasks starting job in corporate public relations

General Competencies

Apply knowledge of the basic concepts of public relations, primarily related to corporate communications and public relations. Define, explain and critically analyze the characteristics of public relations, primarily in the corporate sector. Apply skills and techniques of public relations. Effective self-fulfilling work tasks.

Week by Week Schedule

1. Corporate Communications - concept, definition, meaning;
2. Characteristics of the organization and efficiency of corporate communications
3. Characteristics of the organization and efficiency of corporate communications
4. Corporations and responsibility - corporate and social responsibility, public presentation;
5. Presentation of the company / corporation to the public;
6. Corporations and external public - the place of corporate communication in industry, image and reputation of the company;
7. Corporations and external public - the place of corporate communication in business, image and reputation of the company;

ECTS Credits

English Level L2

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

Teaching Assistant

Marina Živković, mag. nov.

Grading

50% project, 50% colloquium / exam.



8. Colloquium 1
9. Corporations and foreign public - the place of corporate communication in business, image and reputation of the company;
10. Corporations and foreign public - the place of corporate communication in business, image and reputation of the company;
11. The role of public relations in philanthropy;
12. The role of public relations in philanthropy;
13. Corporations and internal audience - the purpose of the cooperation department for public relations with other departments within the organization.
14. Corporations and internal audience - the purpose of the cooperation department for public relations with other departments within the organization.
15. Colloquium 2

Literature



Paul A. Argenti, Paul Argenti: Corporate Communication, McGraw Hill, 1997, str. 250.

Lecturer in Charge



Doc.
Kristina Milković
Šarić

Course Description

The goal of the subject is to interpret the history of the Military Border in military, social, economical and legal aspects from 16 Century until 1881. Students will be get acquainted with historical process in Military Border which became the main cause of her historical speciality in Croatia and in Habsburg Monarchy as well.

Study Programmes

- » Science Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)

Learning Outcomes

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

1. Get acquainted with main facts and processes which made impact on military border
2. Get acquainted with military system and military history in generally
3. Get acquainted with military societies and changes within those societies
4. Get acquainted with process of modernization from "above"
5. Compare military system in different periodes
6. Analyse differences between military and civil areas of Croatia in the past

Screening of student's work

1 ECTS Pohadanje nastave [EN]
3 ECTS Usmeni ispit [EN]
4 ECTS

Forms of Teaching

- » Predavanja
 - » During the lectures it would be dicussed the main problems in history of military border.

Week by Week Schedule

1. Introductory Lecture: Sources, Literature and Approaches
2. The Organisation of Military Border in 16 Century
3. Habsburg-Ottoman Conflict on the Border Area: četovanje and Small War
4. Reorganization of the Military Border in the Half of the 18 Century: organization of the regiment

ECTS Credits

English Level Lo

E-learning Level L1

Study Hours
Seminar 30

Grading

Lectures are obligatory to attend. Exam is oral.



5. Soldiers from Military Border in the war affairs outside of the Military Border: reality and myths
6. The Disappearance of the Different Autonomies in Military Border: common law and state law-making
7. "High classes": Officers, officials, citizens
8. Society in Military Border as Society of Violence
9. Economy in Military Border: monetary and non-monetary system
10. Everyday Life and Family in Military Border
11. Cities in Peasant Society: Headquarters Places and "Militar-Communitaeten"
12. Comparison of Three Border Systems: Habsburg, Venetian and Ottoman
13. Year 1848 in Military Border: Conservative Modernization
14. Abolition of Military Border: Social, Economic and Ideological Legacy
15. The Final Discussion

Literature



Holjevac, Željko – Moačanin, Nenad. (2007). *Hrvatsko-slavonska Vojna krajina i Hrvati pod vlašću Osmanskoga Carstva u rano me novo m vijeku*



Iveljić, Iskra. (2010). *Banska Hrvatska i Vojna krajina od prosvijećenog apsolutizma do 1848. godine.*

Additional Literature



Bracewell, Catherine Wendy. (1997). *Senjski uskoci. Piratstvo, razbojništvo i sveti rat na Jadranu u šesnaestom stoljeću.*, Barbat



Buczynski, Alexander. (1997). *Gradovi Vojne krajine. Sv. I.-II.*



Kaser, Karl. (1997). *Slobodan seljak i vojnik. Povojačenje agrarnog društva u Hrvatsko-slavonskoj Vojnoj krajini (1535-1881). Sv. I.-II.*



Pavličević, Dragutin (ur.). (1984). *Vojna krajina. Povijesni pregled – historiografija – rasprave.*



Petrić, Hrvoje. (2011). *Pogranična društva i okoliš: Varaždinski generalat i Križevačka županija u 17. stoljeću.*



Roksandić, Drago. (1988). *Vojna Hrvatska. La Croatie militaire. Sv. I-II.*



Štefanec, Nataša. (2011). *Država ili ne: ustroj Vojne krajine 1578. godine i hrvatsko-slavonski staleži u regionalnoj obrani i politici*



Valentić, Mirko. (1981). *Vojna krajina i pitanje njezina sjedinjenja s Hrvatskom 1848-1881.*

Lecturer in Charge



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.

Study Programmes

» Teaching Stream (Smjer) (*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.

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.

ECTS Credits

English Level L1

E-learning Level L1

Study Hours

Lectures 15

Seminar 15

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%.



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 zgrade 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. Opovijesti djetinjstva i bajke, Algoritam, Zagreb



Štefka Batinić, Berislav Majhut (2001).
Od slikovnjaka do Vragobe, HŠM, Zagreb

Lecturer in Charge



Doc. dr.sc.
Tomislav Janović

Course Description

The goal of this course is to teach students what are the most important themes related to propositional attitudes, with the special emphasis on propositional attitude reports (starting from classical Fregean analysis to contemporary contextualist strategies). The goal is also to critically examine basic concepts, such as intentionality, propositions, mental states, etc., and arguments for prevailing views on propositional attitudes and propositional attitude reports. Finally, the goal is to show how one can relate and exploit the specific discussion concerning proposition attitudes and propositional attitude reports with other philosophical problems and disciplines (epistemology, metaphysics, philosophy of mind, and philosophy of language), and go through relevant literature concerning the subject (Frege, Russell, Carnap, Quine, Prior, Schiffer, Salmon, Soames, Bach, Braun, etc.

Course enrolment requirements and entry competences required for the course: The students are required to pass the Philosophy of Language and Metaphysics I prior to enrolment in this course; the familiarity with English and formal logic is assumed.

Study Programmes

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

Learning Outcomes

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

1. Relate discussions concerning propositional attitudes and propositional attitude reports with other themes they have learned in epistemology, metaphysics, philosophy of language, and logic classes,
2. Apply the distinctive discussion concerning propositional attitudes in their future courses, especially in philosophy of language and metaphysics,
3. Use the things they have learned in this course in their future courses, most notably in philosophy of mind, metaphysics, and philosophy of language.
4. Have a substantial knowledge about one of the classic themes from philosophy of language, philosophy of mind, and metaphysics
5. Study by themselves specific literature that deals with propositional attitudes, but also the literature that in one way or another connects to the subject
6. Present and analyse the main views concerning propositional attitudes and propositional attitude reports, and argue for and against such views

ECTS Credits

English Level **Lo**

E-learning Level **L1**

Study Hours

Lectures **15**

Seminar **15**

Teaching Assistant

Dušan Dožudić, dr. sc.

Grading

Oral report 20% of the final grade, seminar essay 30% of the final grade, oral exam 50% of the final grade.



7. Connect the main views and arguments of authors discussed during the course with views of other philosophers that are directly or indirectly related to views and authors in question

Screening of student's work

2 ECTS Pismeni ispit [EN]
1 ECTS Referat [EN]
1 ECTS Usmeni ispit [EN]

4 ECTS

Forms of Teaching

- » Predavanja
 - » Lecturing with discussion
- » Seminar
 - » Oral presentation with discussion

Week by Week Schedule

1. Introduction
2. Propositions, intentionality and mental states (I)
3. Frege's view (I)
4. Frege's view (II)
5. Russell's departure from propositions
6. From nominalist perspective (I) (Carnap, Church, Quine, Prior, Davidson)
7. From nominalist perspective (I) (Carnap, Church, Quine, Prior, Davidson)
8. Propositional attitudes and direct reference (I)
9. Propositional attitudes and direct reference (II)
10. Contextualism
11. Kripke's puzzle about belief (I)
12. Kripke's puzzle about belief (II)
13. A term scheduled for students' presentations
14. A term scheduled for students' presentations
15. The closing discussion

Similar Courses

- » Propositional attitudes, Oxford

Lecturer in Charge



Doc. dr.sc.
Mladen Tomorad

ECTS Credits

English Level Lo

E-learning Level L1

Study Hours

Lectures 30

Grading

Class attendance, seminar
essay, colloquiums.

Course Description

The aim is to give students valuable introduction to the most important female figures of the Ancient history through sources, literature and their image in the modern culture (novels, films, exhibitions).

Study Programmes

- » Science Stream (Smjer) (*archival and historical sciences, 1st semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)

Learning Outcomes

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

1. Define the historical process related with the role of women in the Ancient history of the world
2. Review the most important facts from the Ancient history
3. Name the female figures which define the Ancient history
4. Outline the main events related with the selected female figures of the Ancient history
5. Review the historical process and describe reproduce causal link related to certain topics of the Ancient history
6. Analyze the goddesses and rulers of the Ancient history

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Kolokviji [EN]
- 2 ECTS Seminarski rad [EN]
- 5 ECTS

Forms of Teaching

- » Predavanja
- » Lectures

Week by Week Schedule

1. Introduction
2. The famous women of the Ancient Near East: queen of Saba, Semiramis
3. Ancient goddesses of love: Innana, Ištar, Hathor, Aphrodite, Venus

4. Famous queens of the Ancient Egypt: Hatshepsut, Tiye, Nefertiti
5. Famous queens of the Ancient Egypt: Cleopatra II, Cleopatra III, Cleopatra VII
6. Famous goddesses of the Greek mythology: Athens, Artemis, Hera
7. Famous women of the Greek mythology: Andromeda, Ariadne, Clytemnestre, Electra, Cassandra, Iphigenia
8. Famous women of the Greek mythology: Helen from Troy, Antigona, Medea, Penelope
9. Colloquium 1
10. Famous women of the Roman history: Valeria Messallina, Livia, Antonia
11. Famous women of the Roman history: Boudica, Agrippina the Elder, Agrippina the Younger
12. Famous women of the Roman history: Poppae Sabina, Vibia Sabina, Faustine the Elder, Faustine the Younger
13. Famous women of the Roman history: Julia Domna, Julia Mamea, Zenobia
14. Famous women of the late Antiquity: Hypathia, Aelia Galla Placidia, Theodora
15. Colloquium 2

Literature

	Tomorad, M. (2015). <i>Slavne žene starog svijeta: božice, vladarice, ljubavnice (predavanja u PowerPointu)</i> .		Burns, J. (2007). <i>Great Women of Imperial Rome: Mothers and Wives of the Caesars</i>
	Erskine A. (2009). <i>A Companion to Ancient History</i>		Freeman, C. (2004). <i>Egypt, Greece and Rome: Civilizations of the Ancient Mediterranean.</i>
	Gray, J. (1987). <i>Mitologija Bliskog istoka.</i>		Gračanin, H., Malus Tomorad, I. & Tomorad, M. (2004). <i>Povijesna čitanka: Stara povijest.</i>
	Kuhrt, A. (1995). <i>The Ancient Near East (c. 3000-330 B.C.).</i>		Lane Fox, R. (2008). <i>Klasični svijet – epska povijest Grčke i Rima.</i>
	Ostrogorski, G. (2006). <i>Povijest Bizanta 324-1453.</i>		Tomorad, M. (2015). <i>Staro egipatska civilizacija, sv. 1: Povijest i kultura starog Egipta.</i>
	Zamarovsky, V. (2004). <i>Bogovi i junaci antičkih mitova.</i>		(1968). <i>Biblija: Stari zavjet.</i>
	Prokopije (1988). <i>Tajna historija.</i>		

Similar Courses

- » Povijest i kultura starog Egipta. Hrvatski studiji Sveučilišta u Zagrebu., Oxford
- » Prapovijest i prve civilizacije. Hrvatski studiji Sveučilišta u Zagrebu., Oxford
- » Povijest i kultura grčkog i rimskog svijeta. Hrvatski studiji Sveučilišta u Zagrebu., Oxford

Lecturer in Charge



Doc. dr.sc.
Ivana Jukić

Course Description

In the framework of this course medieval chapters and monasteries are being studied. These were the institutions which were the leaders of the cultural, social, legal and religious life of the Hungarian-Croatian Kingdom. The main research objectives: institutional history, incorporation into the legal system, relations with the centres of the power, prosopography, influence on the society.

Study Programmes

- » Science Stream (Smjer) (*archival and historical sciences, 1st semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)

Learning Outcomes

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

1. Indicate the main trends in the history of the chapters and monasteries.
2. Analyze the diplomatic, legislative and narrative church sources of the Middle Ages
3. Explain the development of the ecclesiastical institutions
4. Identify the most important canons, monks, friars and bishops Croatian Middle Ages.
5. Point out the development of the chapter and monasteries in Croatia during the Middle Ages.
6. Analyze comparatively Croatian and European ecclesiastical history

Screening of student's work

2 ECTS Istraživanje [EN]
2 ECTS Seminarski rad [EN]
1 ECTS Usmeni ispit [EN]

5 ECTS

Forms of Teaching

- » Seminar
 - » Students are writing their research essays under the tutorship of the teacher.

Week by Week Schedule

1. The main paradigms in the research of the chapters and the monasteries

ECTS Credits

English Level **Lo**

E-learning Level **L1**

Study Hours
Seminar **30**

Teaching Assistant
Marko Jerković, dr. sc.

Grading
40% essay; 40% research; 20% oral exam



2. Sources in the research of the chapters and the monasteries
3. Cathedral chapters in Europe and in the Croatian-Hungarian Kingdom
4. Internal hierarchy of the chapters and the monasteries
5. „Case study“: the Zagreb cathedral chapter
6. Collegiate chapters
7. Chapters with the early Christian tradition
8. Chapters landed estates
9. Canons as the social group
10. Benedictine monasteries
11. Cistercians
12. New medieval spirituality: Franciscans and Dominicans
13. Cultural importance of the chapters and the monasteries
14. Chapters and the monasteries as the "places of authentication" (loca credibilia)
15. Archives

Literature



Ančić, Mladen *Splitski i Zadarski kaptol kao «vjero dostojna mjesta»*, *Fontes – izvori za hrvatsku povijest*, 11 (2005.)



Andrić, Stanko *Čudesna svetoga Ivana Kapistrana: povijesna i tekstualna analiza*, *Slavonski Brod-Osijek*, 1999.



Duby, Georges *Vrijeme katedrale*, Zagreb, 2007.



Gajer, Radovan *Posjedi Zagrebačkog kaptola oko Zagreba u prvoj polovici 14. st.*, Radovi. Sveučilište u Zagrebu – Institut za hrvatsku povijest, 11 (1978.)



Hunyadi, Zsolt *Administering the Law: Hungary's Loca Credibilia*, u: *Martyn Rady (ur.) Custom and Law in Central Europe*, Cambridge, 2003.



Kosztá, László *Conclusions drawn from the Prosopographic Analysis of the Canons belonging to the Cathedral Chapters of Medieval Hungary (1200-1350)*, u: *Carreiras Eclesiásticas no Occidente Cristão (séc XII-XIV). Ecclesiastical Carrers in Western Christianity (12th-14th c.)*, Lisabon, 2007.



Ostojić, Ivan *Metropolitanski kaptol u Splitu*, Zagreb, 1975.



Eubel, Conrad *Hierarchia Catholica Medii Aevi [et Recentioris Aevi] sive summorum pontificum, S. R. E. cardinalium, ecclesiarum antistitum series ab anno 1198 usque ad annum 1431 perducta e documentis tabularii praesertim Vaticani collecta, digesta, edita, sv. 1-4*, Münster, 1913.-1935.

Lecturer in Charge



Prof. dr.sc.
Mijo Korade

Course Description

Course objectives are to achieve theoretical and practical knowledge about archives and archive materials for acquisition of competence in history research work when searching for new historical sources. Students will be introduced with archives, their organization, evolution of creating historical sources and their lifecycle from creation to the historical archive.

The aim of this course is to offer students theoretical and practical knowledge about accessing historical sources found in the archives, analysing them (inside and outside characteristics of the document, seals and stamps, letters, transcription etc.) and presenting them in a written way (publishing paper).

Study Programmes

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

Learning Outcomes

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

1. Define the various types of archives, how are they organized, what is their purpose and what do they archive
2. Describe historical-research plan of the work for searching new historical sources in archives
3. Use catalogues and inventories of archives
4. Analyze internal and external elements of the source and create transcription of the historical sources, especially for the handwritten documents
5. Demonstrate the discovered historical document in a written paper scientific form
6. Demonstrate differences between research in the archives with modern history materials and the middle ages history sources

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 2 ECTS Seminarski rad [EN]
- 5 ECTS

ECTS Credits

English Level **Lo**

E-learning Level **L1**

Study Hours

Lectures **15**

Seminar **15**

Teaching Assistant

Valerija Macan Lukavečki, dr. sc.

Grading

Student activity will be evaluated during entire semester. The class attendance is obligatory. The exam is written with possibility of oral exam.



Forms of Teaching

- » Predavanja
 - » -
- » Vježbe u praktikumu
 - » -

Week by Week Schedule

1. Introduction into the course
2. Definition of the terms: archivalistics, archives and archive material? What are the historical sources, archive documents..? Nature of the archive material
3. Life of the archive material
4. Forms and types of documents. Preparing and creating a document.
5. Diplomatics. Internal and external analysis of the historical document. Transcription.
6. Diplomatics. Internal and external analysis of the historical document. Transcription.
7. Organization of the archival materials/documents
8. Field work
9. Conservation of the archival materials
10. Registering of the archival material.
11. Using archival materials for the scholars.
12. Physical protection of the archival material.
13. Use of modern technologies.
14. Creating a system of document registering.
15. Final remarks and discussion

Literature



Jozo Ivanović (2010).
Priručnik iz arhivistike,
Hrvatski državni arhiv



Luciana Duranti (2000).
Arhivski zapisi. Teorija i praksa,
Hrvatski državni arhiv

Additional Literature



Cesare Paoli (2001). *Diplomatica, Le Lettere*

Similar Courses

- » Stvaranje i upravljanje spisovodstvenim sustavima, Oxford

Lecturer in Charge



Prof. dr.sc.
Mijo Korade

Course Description

The objective of the course is to demonstrate historically-artistic profile of two of the biggest renaissance artists, Michelangelo Buonarroti and Giorgio Giulio Clovio called „Michelangelo of the miniature“ and to emphasize their connections on the level of private life (personal, friendship) and artistic level. To the students will be presented their works of art and philosophical and artistic character of the renaissance. Analyzing works of art and historical sources there will be shown how much the artistic creation in that period was determinate with the sacral orientation of the subject presented and how much the church hierarchy was fundamental for financing artistic creation as also for the affirmation of the artist as the young in progress. This fact was of the determining significance also for the subject that was presented in these works – there for in basic lines they were mostly of religious character. From the other hand the course will present how much of the profane was in this art.

Through the knowing of life and works of these two artists students will examine wide picture of the high church hierarchy and high secular society of that time. Since both of them worked and lived in the highest levels of this social circles where have been respected during their lives, they have meet pops, cardinals, kings, counts and others. In this way we'll meet the habits, characteristics and ordinary details of this people on a very different way.

Study Programmes

- » Science Stream (Smjer) (*elective courses, 1st semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 3rd semester, 2nd year*)

Learning Outcomes

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

1. Define historical facts of the lives of two most distinguished renaissance artists
2. Analyze the most significant of the artistic works of art from both of artists
3. Analyze ichnographically their works as works of other artists on the same basis
4. Distinguish fundametal problematic issues of their lives and art
5. Define basic philosophical and artistic delineation which determined the art of the renaissance
6. Analyze some of the most important high church hierarchy dignitary of the 16th century as also the spirite of this society
7. Discuss about the influence of the Church to the art of 16th century
8. Analyze the art of sculpture, architecture, miniature and painted art

ECTS Credits

English Level **Lo**

E-learning Level **L1**

Study Hours

Lectures **30**

Lecturer

Valerija Macan Lukavečki, dr. sc.

Grading

Student activity will be evaluated during intire semestar. The class attendance is obligated. The exam is written with possibily of oral exam.



Screening of student's work

2 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

4 ECTS

Forms of Teaching

» Predavanja

» -

» Seminar

» -

Week by Week Schedule

1. Work of art as history source. Hirstory sources talking about two artists
2. Michelangelo Buonarroti and Giorgio Giulio Clovio - to be an artist in the age of Renaissance
3. Michelangelo Buonarroti and Giorgio Giulio Clovio – first part of their lives (Pieta, the Sistine chapel ceiling). Relationships with the pope Julio II (Giuliano della Rovere). History and the problematic issues of the Sistine chapel, interventions of Michelangelo on the ceiling (technic of work, iconography, revealed Michelangelo after restauration of the 90-s).
4. Iconography of the Sistine chapel ceiling and her theological background. Theology and iconography
5. Michelangelo in Vatican – sculptor, architect, painter. Basilica of Saint Peter and her unique architectonic solution of the Michelangelos dome
6. The wall of the Last Judgement of the Sistine chapel – problematic issues of the figurative presentation of the saints, iconographical analysis, counterreformation and the Trident council in Michelangelos works
7. Michelangelo's influence on Giulio Clovio and on the artistic circles of the period. Drawings analysis and others works of art which have marked further evolution of the history of art (Rap of Ganymede, Christ on the Cross, Rising Christ, Tomb of pope Julio II etc.)
8. Giorgio Giulio Clovio in service of the Church dignitaries – cardinal Domenico Grimani and Marino Grimani – first fase of the artistic creation (Evangelistary Grimani, Book of Hours Stuart de Rothesay, Letter of Saint Paul to the Apostolls ..).
9. Clovio in the service of cardinal Alessandro Farnese – from Book of Hours Farnese to the miniature as the most desirable diplomatic gift of the 16th century – second fase of Clovio's artistic creation
10. From miniature to the manuscript and miniature inside the printed book
11. Last fase of Clovio's artistic creation – problematic issues of the Lectionary Townerley, problematic issues of Clovio's pupils, offers of new employments in Florence and Spain
12. Clovio and Michelangelo in private life and art – Michelangelo's figurative models in Clovio's compositions; Accademia di San Luca, history documents talking about their relationships
13. Clovio's Croatian origin – problematic issues of the first and last name, parent's provenance, his connections with Croatian territory of the period during his life, testament
14. Clovio's work of art in croatian institutions
15. Closing lecture.

Literature



Hrvatska akademija znanosti i umjetnosti; William M. Voelkle - Ivan Golub (komentari) (2001). *Časoslov Farnese s minijaturama Julija Klovića. Potpuno faksimilno izdanje u bojama izvornika MS M. 69 u vlasništvu Pierpont Morgan Library, New York, Hrvatska akademija znanosti i umjetnosti*



Maria Cionini - Visani, Grgo Gamulin (predgovor) (1977). *Julije Klović*



Milan Pelc (uredio) (2001). *Klovićev zbornik. Minijatura - crtež - grafika 1450. - 1700. Zbornik radova sa znanstvenoga skupa povodom petstote obljetnice Jurja Julija Klovića*



Marcia Hall (komentari), Takashi Okamura (fotografije) (2002). *Michelangelo: the frescoes of the Sistine Chapel*



Milan Pelc (1998). *Fontes Clovianae. Julije Kloviću dokumentima svojega doba*

Additional Literature



Jonathan J. G. Alexander (uredio) (2008). *Il Lezionario Farnese, Towneley Lectionary. Manoscritto 91, New York, The New York Public Library, Astor, Lenox e Tilden Foundations. Commentario*

Similar Courses

» The genius of Michelangelo: a celebration of his life and work, Oxford

Lecturer in Charge



Doc. dr.sc.
Mladen Tomorad

Course Description

The aim of the course is to enable students to recognize difference between facts shown in motion pictures and the real historical facts. Within the course, students will learn interdisciplinary approach of this subject through various motion pictures filmed during 20th and early 21st century and the visual and written historical sources. After the whole course students will be able to demonstrate their knowledge and the understand and describe the difference between interpretation of the facts in the movies and the reality based on the historical sources and previous studies.

During the course students will get review of the most important motion pictures related with a history of the Roman Republic and the Roman Empire and the historical sources about various topics.

Study Programmes

- » Science Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 4th semester, 2nd year*)

Learning Outcomes

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

1. Describe key historical facts in motion pictures and historical figures from selected movies
2. Describe the key issues of the motion pictures related to this subject
3. Describe the key issues of a history of the Ancient Rome
4. Describe the key issues of the development of motion pictures related with the Ancient Rome
5. Explain the meaning of the Ancient Rome
6. Identify the major characteristics of the motion pictures related to a history of the Ancient Rome during the periods of the Roman Republic and the Roman Empire (from 509 B.C. to the late 5th century A.D.)

Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 2 ECTS Kolokviji [EN]
- 1 ECTS Seminarski rad [EN]
- 4 ECTS

ECTS Credits

English Level **Lo**

E-learning Level **L1**

Study Hours

Lectures **30**

Grading

Class attendance 25 %
Colloquium 50 % or Written exam at the end of term (50 %): - 1st colloquium 25% - 2nd colloquium 25% Seminar essay 25%



Forms of Teaching

- » Predavanja
- » Lectures.

Week by Week Schedule

1. Introduction
2. The Second Punic war: Cabiria (1914), Jupiter's Darling (1955), Hannibal (1959), Siege of Syracuse (1960), Carthage in Flames (1960), Scipio Africanus: The Defeat of Hannibal
3. The Third Servile war: Spartak (1926), Sins of Rome (1953), Spartacus (1960), Il figlio di Spartacus (1962), Spartacus (2004) Spartacus (1960) part 1
4. Spartacus (1960) part 2
5. Julius Caesar: Cajus Julius Caesar (1914), Cleopatra (1934), Caesar and Cleopatra (1945), Julius Caesar (1950), Julius Caesar (1953), Cleopatra (1963), Julius Caesar (1970), Julius Caesar (2002)
6. Julius Caesar (1950)
7. Gladiators: Demetrius and the Gladiators (1954) Pompeii The eruption of mount Vesuvius: The last days of Pompeii (1900, 1913, 1935, 1950, 1959), Pompeii (2014)
8. Beginning of Christianity: Vie et Passion du Christ (1903), The Sign of the Cross (1904), Ben Hur (1907), Quo Vadis (1913), Ben Hur (1925), The king of Kings (1927), The sign of the cross (1932), Quo Vadis (1951); The Robe (1953), Ben Hur (1959), The king of kings (1961), The last passion of Christ (1987), The Passion of the Christ (2004)
9. Ben Hur (1959) part 1
10. Ben Hur (1959) part 2
11. Ben Hur (1959) part 3
12. Roman Emperors: I, Caligula (1976), Caligula (1980), The Inquiry (2006) Roman Britannia: Centurion (2010), The Eagle (2011), King Arthur (2004)
13. Barbarian tribes and the late Antiquity: The Fall of the Roman Empire (1964), Attila (2001), Agora (2009)
14. The Fall of the Roman Empire (1964)
15. Colloquium

Literature



Tomorad, M. (2015). *A history and culture of the Roman Republic and the Roman Empire in Motion Pictures*, Hrvatski studiji



Potter, D. S. (2006). *A Companion to the Roman Empire*, Blackwell



Rosenstein, N. & Morstein-Marx, R. (2006). *A Companion to the Roman Republic*, Blackwell

Similar Courses

- » Povijest i kultura grčkog i rimskog svijeta, Oxford

Lecturer in Charge



Doc. dr.sc.
Ivan Burić

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.

Study Programmes

- » Communication Sciences (Studij) (*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
5. Demonstrate ability to independently conduct an empirical quantitative research
6. Describe and process the results of quantitative research and data analysis and processing
7. Demonstrate ability practical application of theoretical and methodological knowledge

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

Forms of Teaching

- » Vježbe u praktikumu
 - » Practicum educates and prepares students for the proper use of methods for scientific research of mass communication.

ECTS Credits

English Level **L2**

E-learning Level **L1**

Study Hours

Exercises **30**

Seminar **15**

Teaching Assistant

Andelka Raguž, mag. nov.

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

Additional Literature



Gunter, Barrie (2002) "The quantitative research process" In Klaus Bruhn Jensen (ed.) *A Handbook of Media and Communication Research. Qualitative and Quantitative Methodologies*

Similar Courses

- » Metode istraživanja medijskog teksta, Oxford
- » Metode istraživanja masovih publika, Oxford

Lecturer in Charge



dr.sc.
Valerija Macan
Lukavečki

Course Description

The course objective is to define architecture and art for some of the most significant Roman ecclesiastical buildings. The course starts from presenting Roman catacombs as locations with some of the oldest examples of Christian painted art. With changes inside Christianity there have been repercussions to the Christian art which presents itself in evolution of Christian basilica and different types of Middle Age churches. Pilgrimage is one of the interesting Middle Age phenomena which had one of its centers in Rome so this course will present itineraries of pilgrims during history, objects of their pilgrimage, relics they honored and prayed to. Object of discussion will be also the customs of the ordinary religious people, their beliefs and iconographical presentation of the Middle Age philosophical and religious concepts.

It will be analysed the presence of Croatian nationality in Rome through national churches, works of art of Croatian artists and other religious and artistic buildings or historical sources.

Study Programmes

- » Science Stream (Smjer) (*elective courses, 2nd semester, 1st year*)
- » Science Stream (Smjer) (*elective courses, 4th semester, 2nd year*)

Learning Outcomes

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

1. Analyze and compare sacral buildings and their elements
2. Define basic and most significant iconographic elements of the ecclesiastical buildings
3. Define concepts such as: relics, pilgrimage, catacombs, basilica, baptistry, cathedral, acheropita, ..
4. Describe with understanding sacral work of art
5. Define concept of pilgrimage in the Middle Age
6. Analyze Middle Age religious rituals and customs
7. Distinguish most significant sacral buildings in Rome especially those of significance for the Croats
8. Analyze differences of ecclesiastical life of the city which manifests himself in art treasures that he preserves

ECTS Credits

English Level **Lo**

E-learning Level **L1**

Study Hours

Lectures **30**

Grading

Student activity will be evaluated during the semester. The class attendance is obligated. The exam is written with possibility of oral exam.



Screening of student's work

- 2 ECTS Pohađanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 4 ECTS

Forms of Teaching

- » Predavanja
 - » -
- » Seminar
 - » -

Week by Week Schedule

1. Introduction lecture – history and art serving together to the historical truth; Rome – a centre of the Christianity, art and Empire
2. Church in Roman pagan Empire. The oldest Christian iconography
3. Birth of Christian basilica
4. Middle age pilgrim and his roads
5. Pilgrimage of seven jubilean roman basilicas
6. Pilgrimage of seven jubilean roman basilicas – II part
7. Saint Peter's basilica: from antique relics to the 16th century basilica
8. Marian iconography in roman churches
9. Pontifical chapels in Rome. Iconography of Christ Our Lord
10. Pontifical chapels in Rome – II part
11. Churches of different national significance: Baroque in Rome
12. Churches of Croatian national significance
13. Friars and their churches in Rome
14. Friars and their churches in Rome – II part
15. Final remarks and the discussion

Literature



James S. Ackerman - Hans Sedlmayr - Otto von Simson - Erwin Panofsky; Marcel Bačić (priredio) (2003). *Katedrala. Mjera i svjetlost*



Emilio Marin (2007). *Mozaik u oratoriju sv. Venancija u Lateranskoj krsionici. Prilozi instituta za arheologiju u Zagrebu, 24/2005.*



Herbert L. Kessler - Johanna Zacharias (2000). *Rome 1300. On the path of the pilgrim*, New Haven and London

Additional Literature



Pavel Aleksandrovič Florenskij (1990). *Ikonostas*



Zvonimir Seršić; Jure Bogdan (uvod) (2011). *San Girolamo dei Croati: viaggio nell'arte*

Similar Courses

- » Storia dell'arte cristiana rinascimentale, Oxford

Lecturers

prof. dr. sc. Mladen Ančić

- Diploma Thesis (Science Stream) (S)
- Introduction to Historical Science (L)
- Social History (L)

Valentina Asančaić

- Criminology of Bullying (S)
- Sociology of Local Communities (S)
- The Violence of Children and Minors (S)

doc. dr. sc. Toni Babarović

- Factor Analysis (L, E)
- Human Resources Management (L, E)
- Regression Analysis (L, E)

Miroslav Bertoša, prof. dr. sc.

- Diploma Thesis (Science Stream) (S)
- History of happiness - in spite of events (L)
- The history of masculinity: the mental evolution of man in Europe XVI. to half of the XIX. century (L, S)

Klara Bilić-Meštrić, dr. sc.

- Linguistic Diversity and Language Policies in Croatia and the EU (S)

Duje Bonacci, mr. sc.

- Public Promotion of Science (S)

izv. prof. dr. sc. Tomislav Bracanović

- Ethics 2: Obligatory Seminar (L)
- Moral Enhancement (Ethics) (L)
- Philosophy of Biology [Philosophy of Science] (L, S)
- Philosophy of Science 1 (L)
- Scientific Research Methodology (L)

doc. dr. sc. Marija Brajdić Vuković

- Qualitative Methods in Sociology (L, S)
- Quantitative Research Methods (L)
- Social Impact Analysis (L, S)
- Sociology of science and technology (L, S)

Lovorka Brajković, dr. sc.

- Developmental Psychology (S)

prof. dr. sc. Andreja Brajša-Žganec

- Applied Developmental Psychology (L)
- Educational Psychology (L)

Andreja Bratić, dipl.nov.

- Journalism as a Profession: Practicum (E)
- Production process in the Media (E)

Filip Brčić, mag. hist.

- Croatian Educators - the Enlightenment (S)

prof. dr. sc. Luka Brkić

- EU Economic System (L, S)

izv. prof. dr. sc. Alexander Buczynski

- The American War of Independence in British newspapers (L, S)

Sanja Budimir, dr. sc.

- Cognitive Neuroscience of Emotion (L)

izv. prof. dr. sc. Gordana Buljan-Flander

- Production Thesis (S)
- Psychological Counselling (L, E)

Renata Burai, dr. sc.

- Legal Bases and Pedagogical Documentation (L)

doc. dr. sc. **Ivan Burić**

- Mass Communication Research Methodology (L, S)
- Opinion Polls and Media Market Research (L, S)
- Qualitative Research Methods in Communication Sciences (L, S)
- Quantitative Research Methods in Communication Sciences (L, S)
- Research Project (L)
- (L)

prof. dr. sc. **Josip Burušić**

- Conducting Psychological Research (L, E)
- Personality Psychology (L, S)

doc. dr. sc. **Rona Bušljeta**, dr. sc.

- Methods of Teaching Philosophy (L)
- (L)

doc. dr. sc. **Ana Butković**, dr. sc.

- Epistemology 2: Obligatory Seminar (S)

doc. dr. sc. **Ana Butković**

- Evaluation and Measurement of Personality (L)

doc. dr. sc. **Ana Butković**, dr. sc.

- Scientific Research Methodology (S)

izv. prof. dr. sc. **Irena Cajner Mraović**

- Criminology of Bullying (L)
- Deviance at the Workplace (L)
- Domestic Violence (L)
- Methods of Teaching Sociology (L)
- Sociology of Development (L)
- Sociology of Domestic Violence (L, S)
- Sociology of Local Communities (L)
- The Violence of Children and Minors (L)

doc. dr. sc. **Lana Ciboci**

- Media Pedagogy (L)
- The Media and Children (S)

prof. dr. sc. **Tihomir Cipek**

- Dictatorships in Central Europe (L, S)
- Diploma Thesis (Science Stream) (S)
- The European Union and Civil Society (L)

doc. dr. sc. **Iva Černja**, mag. educ. psych.

- Psychology of Organisational Behaviour (S)

doc. dr. sc. **Lidija Čilić Burušić**, mr. sc.

- Educational Integration of Children with Special Needs (E)

doc. dr. sc. **Ivana Ćosić**, dr. sc.

- Correlation Practicum in the Methodology of Teaching (E)
- Pedagogy (S)

doc. dr. sc. **Katarina Dadić**

- Correlation Practicum in the Methodology of Teaching (E)
- Didactics (S)
- Pedagogy (S)
- School Pedagogy (L)

doc. dr. sc. **Sanja Darmopil**

- Practicum in Experimental Biological Psychology (L)

doc. dr. sc. **Eva Andela Delale**

- Competent Parenting (L)
- Creative Techniques in Psychotherapy and Counselling (L)
- Developmental Psychology (L)
- Development in the Social Context (L, S)
- Prevention of Violence in Adolescent Relationships (L)
- Working with Groups (L)

doc. dr. sc. Šime Demo

- Genres of Latinity in the Age of Humanism and the Renaissance (L, E, S)
- Post-Renaissance Latinity Genres (L, E, S)
- Textology (L)

Dušan Dožudić, dr. sc.

- (S)

izv. prof. dr. sc. Nikša Dubreta

- Sociology of Drug Abuse (L, S)

Maja Fišter

- TV Journalism (E)

Eva Katarina Glazer, dr. sc.

- Biblical Archaeology (L)
- Cultural History (L)
- History and Archeology (L)

izv. prof. dr. sc. Mario Grčević

- Methods of Teaching Croatian (L)
- (L, S)

izv. prof. dr. sc. Pavel Gregorić

- On Space, God and Free Will: The Leibniz-Clarke Correspondence (L, S)
- Pre-Socratic Philosophers [History of Philosophy] (L, S)

Stipica Grgić, dr. sc.

- Political History (L)
- Research Group - Researching and Writing about the 20th Century (S)

prof. dr. sc. Jasminka Despot**Lučanin**

- Clinical Interview (L)
- Clinical neuropsychology (L)
- Clinical Psychology Reports/Clinical Report Writing (L)
- Diagnostic Criteria in Clinical Practice (L)
- Health Psychology (L, S)
- Psychology of Aging (L)

doc. dr. sc. Anita Dremel

- Contemporary Tendencies in Cultural Theory (L)
- Correlation Practicum in the Methodology of Teaching (E)
- Methods of Teaching Sociology (L)
- Practical Exercises in the Methodology of Teaching [Sociology] (E)
- Sociology of Local Communities (L)

izv. prof. dr. sc. Adinda Dulčić

- Educational Integration of Children with Special Needs (L)
- Working with Students with Special Educational Needs (L)

prof. dr. sc. Renata Franc

- Group Processes and Impacts (L)
- Production Thesis (S)
- Social Cognition and Perception (L)

doc. dr. sc. Branka Grbavac

- Latin Paleography and Epigraphy (E, S)

doc. dr. sc. Zrinka Greblo Jurakić

- Production Thesis (S)

prof. dr. sc. Filip Grgić

- Metaphysics 2 (L)

Tanja Grmuša

- Media Management (L, S)

prof. dr. sc. Jadranka Gvozdanović

- Introduction to the Science of Culture: Croatian Culture as Part of National and European Identity (L)
- Multiculturalism, Multilingualism and Cultural Heritage (L)

Ivana Hanzec

- Educational Psychology (S)
- Methods of Teaching Psychology (L)

prof. Georg Holzer

- Development of the Croatian language (L)

doc. dr. sc. Tomislav Janović

- Methods of Teaching Philosophy (L)
- Philosophy of Communication (L, S)
- Philosophy of Mind and Cognitive Science (L)
- Research Project (S)
- The Media: A Critical Approach (L)
- (L)

prof. dr. sc. Alojz Jembrih

- Kajkavian Literary Heritage (L, S)
- Literature and Culture of the Croats in the Diaspora (L, S)

izv. prof. dr. sc. Blanka Jergović

- Research Project (S)

Marko Jerković, dr. sc.

- Overview of Medieval Latinity (L)
- (S)

Josip Ježovita

- Multivariate Statistical Methods (E)

doc. dr. sc. Tvrтко Jolić

- Political and Legal Philosophy (L)

doc. dr. sc. Ivana Jukić

- Diploma Thesis (Science Stream) (S)
- Political History (L)
- (L)

Dunja Jurić

- Correlation Practicum in the Methodology of Teaching (E)
- Educational Psychology (L)
- Motivation in Teaching Process (S)

doc. dr. sc. Jelena Jurišić

- Geopolitics and Global Security (L, S)
- Linguistic Diversity and Language Policies in Croatia and the EU (L)
- Mass Communication and Journalism in the Contemporary World (L, S)
- Mass Communication: Political Aspects (L, S)
- New Media and Digital Marketing (L)
- Psychology of Mass Media and Mass Communication (L)
- Public Promotion of Science (L)
- Public Relations Practicum (L)
- Research Project (S)
- Social media (L)

Ljiljana Kaliterna-Lipovčan

- Production Thesis (S)

prof. dr. sc. Radoslav Katičić

- Heritage of Other Cultures in the Croatian Culture (L)

izv. prof. dr. sc. Križo Katinić

- Directions in Existential Psychotherapy and Logotherapy (L)

prof. dr. sc. Pavao Knezović

- Overview of Latinity in the Age of Humanism and the Renaissance (L)
- Overview of Medieval Latinity (L)

Martina Knežević, dr. sc.

- Practical Exercises in the Methodology of Teaching [Psychology] (E)

Matilda Kolić Stanić, mr. sc.

- Public Relations Practicum (E)

doc. dr. sc. Adrijana Košćec Duknić

- Creative Techniques in Psychotherapy and Counselling (L)
- Practical Counselling and Helping Skills (L)
- Production Thesis (S)
- Psychology of Organisational Behaviour (L)
- Psychotherapy Modalities (L, S)
- Student Placements (L, E)

prof. dr. sc. Srećko Kovač

- Logic 3 (L)

Lucija Krešić, dr. sc.

- Book and Library History in Croatian Cultural Territory (S)
- Textology (L, L)

doc. dr. sc. Anita Lauri Korajlija

- Clinical Psychodiagnostics (L, E)
- Psychological Testing Skills (L)

izv. prof. dr. sc. Ivica Lučić

- Modern and Contemporary History of Bosnia and Herzegovina (L)
- Research Group - Researching and Writing about the 20th Century (L)

Lovorka Madarević, dr. sc.

- Correlation Practicum in the Methodology of Teaching (E)
- Ethics 2: Obligatory Seminar (L)

Dijana Kobas Dešković

- Image, Reputation Management and Lobbying (E)

prof. dr. sc. Mijo Korade

- Biblical Archaeology (L)
- Croatian Educators - the Enlightenment (L, S)
- Cultural History (L)
- Diploma Thesis (Science Stream) (S)
- History of Christianity in Croatia (L)
- Relations between Church and State (L)
- Religious Elements of Croatian Culture (L)
- The Jesuits, mission, myths and history (L, S)
- (L)
- (L)

Petra Košutar, dr. sc.

- Introduction to Scientific Research (L)
- Lexicology and Lexicography of the Croatian Language (S)

Mislav Kovačić, dr. sc.

- History of Christianity in Croatia (L)
- Religious Elements of Croatian Culture (L)

izv. prof. dr. sc. Danijel Labaš

- An Introduction to Global Communication (L, S)
- Introduction to Sociolinguistics (L)
- Mass Communication: Sociological Aspects (L, S)
- Media and Bioethics (L)
- Media in Education (L)
- Media Pedagogy (L)
- Research Project (L)
- Risk Management and Crisis Communication (L)
- The Media and Children (L)
- (L)

izv. prof. dr. sc. Branko Lobnikar

- Deviance at the Workplace (L)

Valerija Macan Lukavečki, dr. sc.

- Relations between Church and State (S)
- (S)
- (L)
- (L)

red. prof. art. dr. sc. Roland Mangold

- Psychology of Mass Media and Mass Communication (L)

izv. prof. dr. sc. **Marino Manin**



- Economic History (L)

Igor Marinić, dr. med.



- Stress and Psychotrauma (S)

prof. dr. sc. **Ivan Markešić**



- Contemporary Sociological Theories (L)

doc. dr. sc. **Maja Matasović**



- The Croatian Humanist Epic (L)

Anela Mateljak Popić, dr. sc.



- Correlation Practicum in the Methodology of Teaching (E)
- Methods of Teaching Croatian (L)
- Practical Exercises in the Methodology of Teaching [Croatology] (E)

prof. dr. sc. **Stjepan Matković**



- Diploma Thesis (Science Stream) (S)
- History of parliamentarism in Croatia (L)

izv. prof. dr. sc. **Vine Mihaljević**



- Research Project (S)

Zdeslav Milas, v. pred. mr. sc.



- Legal and Ethical Public Relations Standards (L)

Lucia Miškulin Saletović, v. pred. dr.



sc.

- Introduction to Sociolinguistics (L)
- Theory of Language (L)

Jelena Maričić, dr. sc.



- Group Processes and Impacts (S)
- Practical Counselling and Helping Skills (E)
- Prevention of Violence in Adolescent Relationships (E)
- Social Cognition and Perception (E)

doc. dr. sc. **Suzana Marjanić**



- Miroslav Krleža (S)

Zdravka Martinić-Jerčić, lekt.



- Correlation Practicum in the Methodology of Teaching (L)
- Elementary Greek (L, E)
- Methods of Teaching Latin (L)
- Practical Exercises in the Methodology of Teaching [Latin Language and Literature] (L, E)

Daria Mateljak



- Strategic Thinking (E)

izv. prof. dr. sc. **Renato Matić**



- Civilization of Violence (L, S)
- Contemporary Tendencies in Cultural Theory (L)
- Critical Thinking in Sociology (L, S)
- Prejudice and Discrimination Prevention (L, E)

doc. dr. sc. **Ana Matošić**



- Addiction Treatment (L)

prof. dr. sc. **Goran Milas**



- Psychology of Marketing (L)

doc. dr. sc. **Kristina Milković Šarić**



- Research Group - Interpretation of Sources for Croatian History: the 19th Century (L)
- (L)

izv. prof. dr. sc. **Lana Mužinić**



- Stress and Psychotrauma (L)

Mladen Nakić, dr. sc.

-The political system of the European Union (L, S)

doc. dr. sc. Marjan Ninčević

-Didactics (L)
-Educational Psychology (L)
-Methods of Teaching Psychology (L)
-Motivation in Teaching Process (L)
-Pedagogy (L)
-Practical Exercises in the Methodology of Teaching [Psychology] (L)
-Teaching Competencies in Modern Curriculum (L, S)

doc. dr. sc. Katarina Pavičić Dokoza

-Working with Students with Special Educational Needs (E)

Vladimir Pavlić, dipl. ing.

-New Media and Digital Marketing (S)

izv. prof. dr. sc. Krešimir Peračković

-Sociology of Social Changes (L)

prof. dr. sc. Zdravko Petanjek

-Production Thesis (S)

doc. dr. sc. Tomislav Popić

-Diploma Thesis (Science Stream) (S)
-Research Group - Interpretation of Medieval Sources (L)

izv. prof. dr. sc. Ante Nazor

-Military History (L, S)
-War in European History - The Homeland War (L, S)

doc. dr. sc. Ljiljana Pačić Turk

-Clinical Interview (E)
-Clinical neuropsychology (L)
-Clinical Psychology Reports/Clinical Report Writing (L)
-Diagnostic Criteria in Clinical Practice (S)
-Production Thesis (S)

doc. dr. sc. Dario Pavić

-Demography (L, S)
-Quantitative Research Methods (E)

doc. dr. sc. Nina Pavlin Bernardić

-Methods of Teaching Psychology (L)

doc. dr. sc. Anita Perešić

-Media and National Security (L, S)
-Research Project (S)

doc. dr. sc. Davor Piskač

-Overview of the History of Croatian Literature (L, E, S)
-Overview of the History of World Literature (L, E, S)
-The Interpretation of Literary Text (L, S)
-Theory of Literature (L)

prof. dr. sc. Marko Pranjić

-Ancient Greek Education (L, S)
-Correlation Practicum in the Methodology of Teaching (L)
-Didactics (L)
-Education in the Age of Antiquity (L, S)
-Legal Bases and Pedagogical Documentation (L)
-Pedagogy (L)
-Practical Exercises in the Methodology of Teaching [Croatology] (S)
-Practical Exercises in the Methodology of Teaching [Croatology] (L)
-Practical Exercises in the Methodology of Teaching [Sociology] (L)
-School Pedagogy (L)
- (L)

Vladimir Preselj, mag. comm.



- Legal and Ethical Public Relations Standards (S)

Bruno Pušić



- Correlation Practicum in the Methodology of Teaching (E)
- Methods of Teaching Philosophy (L)
- Philosophy of Education (S)
- Practical Exercises in the Methodology of Teaching [Croatology] (E)

doc. dr. sc. **Milan Radoš**



- Practicum in Experimental Biological Psychology (S)

doc. dr. sc. **Miroslav Rajter**



- Theory of Psychological Testing (E)

doc. dr. sc. **Irena Sever**



- Research Project (S)

prof. dr. sc. **Stanislava (Slavica)**

Stojan



- Dubrovnik Republic in the Context of Croatian Cultural History (L)

doc. **Tomislav Šakić**



- History of Croatian Cinema (L)

izv. prof. dr. sc. **Vanja Šimičević**



- Multivariate Statistical Methods (L)
- Research Project (L)

prof. dr. sc. **Slobodan Prosperov**

Novak



- Croatian Culture in within Mediterranean and Western Culture (L)

izv. prof. dr. sc. **Mladen Puškarić**



- European Integration (L, S)
- European Union and Croatia (L, S)
- Institution of the EU (L, S)
- International Relations (L)
- Sociology of Croatian Society 5 (L, S)
- The European Union and Civil Society (L)
- The idea of Europe (L, S)
- Theories of European Integration (L)

Andelka Raguz, mag. nov.



- (E)

Dragana Sekulić, dr. sc.



- Logic 3 (S)

Andreja Sršen, dr. sc.



- Contemporary Sociological Theories (S)
- Sociology of Development (L)

doc. dr. sc. **Ines Sučić**



- Forensic Psychology (L)

prof. dr. sc. **Franjo Šanjek**



- Latin Paleography and Epigraphy (L)

doc. dr. sc. **Marina Šimunić Buršić**



- Croatia Protected Natural and Cultural Heritage (L)

doc. dr. sc. Marinko Šišak

- Croatian Educational Thought in the Renaissance (L, S)
- Culture, Identity and Globalization (L, S)
- Heritage of Other Cultures in the Croatian Culture (L)
- Philosophy and Culture: Croatia in the European Context (L)
- Research Project (L)

doc. dr. sc. Iva Šverko

- Production Thesis (S)

prof. dr. sc. Josip Talanga

- Epistemology 2: Obligatory Seminar (L)
- Philosophy of Education (L)

izv. prof. dr. sc. Tamara Tvrković

- Book and Library History in Croatian Cultural Territory (L)
- Overview of Latinity in the Post-Renaissance Period (L)

Vanesa Varga

- Social media (S)

Ana Volarić-Mršić, mr. sc.

- Media and Bioethics (S)

Vlatka Vukelić, dr. sc.

- Diploma Thesis (Science Stream) (S)

prof. dr. sc. Diana Vukičević-Samaržija

- Regional and Universal in Croatian Art (L, S)

Marina Štambuk, dr. sc.

- Group Processes and Impacts (S)
- Practical Exercises in the Methodology of Teaching [Psychology] (E)

prof. dr. sc. Branka Tafra

- Croatian Standard Language (L, S)
- Introduction to Scientific Research (L)
- Lexicology and Lexicography of the Croatian Language (L)
- Theory of Language (L)

doc. dr. sc. Mladen Tomorad

- Diploma Thesis (Science Stream) (S)
- History and Archeology (L)
- Research group - Sources of Egyptian, Greek and Roman History (L)
- (L)
- (L)

Ivan Uldrijan, dipl. nov.

- Media in Education (S)

izv. prof. dr. sc. Darko Vitek

- Field trip (L)
- Research Group - Interpretation of Early Modern Sources (L)
- Theory of History (L)
- Urban History in the Modern Age (L)

doc. dr. sc. Andrea Vranić

- Neuropsychological Rehabilitation (L, S)

doc. dr. sc. Tihomir Vukelja

- Modern Physics and Philosophy [Philosophy of Science] (L, S)

izv. prof. dr. sc. Sanja Vulić Vranković

- Chakavian Literary and Linguistic Heritage (L, S)
- Contemporary Croatian Literature in the Old Diaspora (L, S)
- Croatian Press in the Diaspora (L, S)
- Literature and Culture of Croats in the Diaspora (L)
- Research Project (L)
- Word Formation in the Croatian Language (L, S)

izv. prof. dr. sc. **Nada Zgrabljić Rotar**



- Image, Reputation Management and Lobbying (L)
- Journalism as a Profession: Practicum (L)
- Mass Communication: Cultural Aspects (L, S)
- Media Effectiveness (L, S)
- Media Management (L)
- Production process in the Media (L)
- Research Project (S)
- Risks of Mass Communication (L, S)
- TV Journalism (L)

doc. dr. sc. **Dubravka Zima**



- Croatian Writers of European Reference (L, S)
- Ivana Brlić-Mažuranić (L, S)
- Miroslav Krleža (L)
- (L, S)

doc. dr. sc. **Mislav Stjepan Žebec**



- Cognitive Neuroscience of Emotion (L)
- Cognitive Psychology (L, S)
- Theory of Psychological Testing (L)

Žanina Žigo



- Risk Management and Crisis Communication (E)

Marina Živković, mag. nov.



- (S)