



University of Zagreb
Faculty of Croatian Studies

Borongajska cesta 83d, HR-10000 Zagreb, Croatia

ECTS Information Package
Graduate Study

for Academic Year
2025/2026

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Table of Contents

Study programme	12
Demography and Croatian Diaspora (150 ECTS)	13
Communication Sciences (120 ECTS)	16
Croatology- Science Stream (120 ECTS)	21
Croatian Latinity (120 ECTS)	25
History - Science Stream (120 ECTS)	26
Psychology (120 ECTS)	30
Sociology - Science Stream (120 ECTS)	34
Philosophy - Teaching Stream (60 ECTS)	37
Croatian Latinity (60 ECTS)	39
Croatology- Teaching Stream (60 ECTS)	41
History - Teaching Stream (120 ECTS)	45
Sociology - Teaching stream (60 ECTS)	49
Courses	52
Active Learning Strategies	53
Arabian Philosophy	57
Archivistics for historians	59
Artificial intelligence and Natural Language Understanding	62
Bibliotherapy in the Literature Class	64
Bioethics	67
Chapters and Monasteries: Centres of Medieval Civilisation	69
Childhood Pedagogy	72
Clinical Psychodiagnostics	75
Clinical Psychology Reports/Clinical Report Writing	78
Cognitive Psychology	80
Concepts and Theories of Media Effects	83
Contemporary International Migration	86
Contemporary philosophy	89
Contemporary social theory	92
Contemporary Sociological Theories	94
Corporate Communications	97
Corporate Demography	100
Corporate Social Responsibility	102
Correlation Practicum in the Methodology of Teaching	104
Criminology of Bullying	107
Critical Thinking in Sociology	110
Croatian Catholic Missions	113
Croatian Children's Literature	116
Croatian Cultural History	120
Croatian Cultural Tourism	123
Croatian Diaspora and Public Action	125
Croatian emigrant media	128
Croatian Emigration and the Homeland War	131
Croatian Language Policy	134
Croatian Latinists in the Literary Republic	137
Croatian Latinity Genres	140

Croatian lexicography	143
Croatian Linguistic Prescription	145
Croatian Military History and Homeland War	148
Croatian Philosophical Heritage in the European Context	150
Croatian Political History	152
Croatian Political History from 1990 to 1995	155
Croatian Spring: Intellectual and Political History	157
Croatian Stage Art	161
Croatian Woman in Emigration	164
Croatian Writers of European Reference	167
Croats in Germany	170
Croats in South America	174
Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa	176
Cultural History and Latinity: The Middle and Early Modern Ages	178
Culture, Identity and Globalization	181
Culture of Croats in the Diaspora	183
Data processing	185
Democratic Changes in the Republic of Croatia	187
Demographic Aspects of the Greater Serbian aggression in Croatia 1990-1998	190
Demographic Projections and Simulations	193
Demographic Resources and Potentials	195
Demographic Revitalization Patterns	197
Demographic Study	199
Demography	201
Developmental disabilities of Children and Youth	204
Developmental Psychology	207
Development in the Social Context	210
Development of psychological research	214
Deviance at the Workplace	217
Didactics	220
Digital activism	224
Digital Sociology	227
Diploma Thesis (Science Stream)	230
Diplomatic and Consular Affairs	233
Economic History of Croatian Modern Society	235
Economic Potentials of Emigrants	238
Educational Psychology	241
Electoral Systems	244
Elementary Greek	247
Elementary Greek II	250
Emperors, heretics and monks: shaping late antique and early medieval Christianity	253
European Union Institutions	256
Evaluation and Measurement of Personality	259
Factor Analysis	261
Famous Croats Worldwide	264
Field trip 2	267
Forensic Psychiatry	271
Forensic Psychology	273

Geopolitics and Global Security	276
Geopolitics and National Security	280
Global Antiquity	282
Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft	285
Graduate Seminar	288
Graduate Thesis	290
Graduate work	291
Graduate work	293
Graduate work	295
Graduate work	297
Group Processes and Impacts	298
Health Psychology	301
Heritage of Other Cultures in the Croatian Culture	304
Historical Cartography of Croatian countries	307
History and Archeology	310
History in Motion: Field trip	313
History of Christianity in Croatia	316
History of Croatian Books and Libraries	319
History of Croatian Cinema	322
History of education	325
History of Egypt, Greece and Rome in Film Art – Facts vs. Fiction	327
History of Military Border	329
History of Palestine	331
History of private life --Croatia in the "long 19th century"	333
Human resources management	336
Image, Reputation Management and Lobbying	339
Immigration Models	342
Indian Philosophy	345
Integration Approach	348
Introduction to Historical Science	351
Introduction to Publishing	354
Introduction to Scientific Research	356
Introduction to Sociolinguistics	359
Ivana Brlić-Mažuranić	361
Journalism as a Profession: Practicum	363
Latin language in the history of Croatian education	365
Latin Paleography and Epigraphy	368
Legal and Ethical Public Relations Standards	372
Legal Bases and Pedagogical Documentation	375
Lexicology and Lexicography of the Croatian Language	378
Literary and Linguistic Heritage of Northwestern Croatia	381
Literary Stylistics	383
Literary Theory in Teaching Croatian Language	386
Literature and Culture of Croats in the Diaspora	388
Literature and Culture of the Croats in the Diaspora	390
Local History	393
Mass Communication and Journalism in the Contemporary World	396
Mass Communication: Cultural Aspects	399

Mass Communication: Political Aspects	402
Mass Communication Research Methodology	405
Master thesis	408
Master thesis	411
Master thesis	412
Master thesis	413
Media and Bioethics	414
Media and National Security	417
Media Management	419
Methodology of Literary Interpretation	422
Methods of Teaching Croatian Language	425
Methods of Teaching History	428
Methods of Teaching Latin	431
Methods of Teaching Philosophy, Logic and Ethics	434
Methods of Teaching Psychology	436
Methods of Teaching Sociology	439
Military and Postwar Psychology-Croatian and International Experiences	443
Military-political relations in Bosnia and Herzegovina 1990-1995	446
Miroslav Krleža	448
Motivation in Teaching Croatian Language	450
Multivariate Statistical Methods	452
New Media and Digital Marketing	455
Opinion Polls and Media Market Research	457
Oral Latin	460
Overview of Latinity in the Age of Humanism and the Renaissance	462
Overview of Latinity in the Post-Renaissance Period	465
Overview of Medieval Latinity	468
Pagan and Christian Themes in Croatian Literature	471
Palliative Care	473
Parenting pedagogy	476
Pedagogy	479
Personality Psychology	482
Phenomenological Sociology	485
Philosophical methodology	487
Philosophy and Culture: Croatia in the European Context	490
Philosophy of communication	493
Philosophy of Education	496
Philosophy of Game and Sports	499
Philosophy of Myth and Religion	501
Political philosophy	504
Popular culture and its influence on society during the second half of the 20th century	507
Population and Financial System	509
Population, Migrations, and National Security	512
Practical Counselling and Helping Skills	516
Practical Exercises in the Methodology of Teaching [Croatian Language]	519
Practical Exercises in the Methodology of Teaching [History]	524
Practical Exercises in the Methodology of Teaching [Latin Language and Literature]	527
Practical Exercises in the Methodology of Teaching [Philosophy]	531

Practical Exercises in the Methodology of Teaching [Psychology]	536
Practical Exercises in the Methodology of Teaching [Sociology]	541
Practice – research methods of mass communication	546
Prejudice and Discrimination Prevention	550
Preparation of prevention programs	553
Production process in the Media	556
Production Thesis	558
Production Thesis	561
Psychobiosocial Approach to the Treatment and Rehabilitation of People with Mental Health Difficulties	563
Psychological Counselling	566
Psychological Testing Skills and Clinical Interview	569
Psychology of Advertising	572
Psychology of Mass Media and Mass Communication	574
Psychology of Mass Media and Mass Communication	577
Psychology of Organisational Behaviour	580
Psychology of profession choices	583
Psychosocial adaptation of Croatian war veterans in war and devastation	585
Psychotherapy Modalities	588
Public Promotion of Science	591
Public Relations Practicum	593
Qualitative Methodology	597
Qualitative research methods	599
Qualitative Research Methods in Communication Sciences	601
Quantitative research methods	604
Quantitative Research Methods	606
Quantitative Research Methods in Communication Sciences	611
Regional Demography	614
Regional Economy	617
Regression Analysis	619
Religious Elements of Croatian Culture	622
Research Group – Interpretation of Early Modern Sources	624
Research Group – Interpretation of Medieval Sources	627
Research Group – Interpretation of Sources for Croatian History: the 19th Century	630
Research Group – Researching and Writing about the 20th Century	633
Research group – Sources of Egyptian, Greek and Roman History	636
Research Project	639
Risk Management and Crisis Communication	643
Risk Society	646
Risks of Mass Communication	648
Self-Deception	651
Social Changes in the Republic of Croatia in 20th Century	653
Social Cognition and Perception	656
Social Development and Rise of Eastern Mediterranean Civilisations	659
Social media	662
Sociology of Croatian Society 5	665
Sociology of Domestic Violence	668
Sociology of Drug Abuse	671
Sociology of Education	673

Sociology of Human Resources Management	676
Sociology of Migration and Ethnicity	678
Sociology of Social Changes	680
Sociology of Social Control and Police	683
Sociology of the Croatian Diaspora	685
Space and Population	688
Speaking and Presentation Skills in English	690
Strategic Thinking in Public Relations	692
Stress and Psychotrauma	695
Student Internship	697
Student Placements	700
Student's Internship	703
Sustainable Development Policies of the European Union	706
Teaching Grammar in Teaching Croatian Language	709
The Croatian Humanist Epic	712
The Holocaust	716
The Media: A Critical Approach	719
The Media and Children	723
Theory of History	725
Theory of Psychological Testing	728
Therapeutic Pedagogy 1	731
Therapeutic Pedagogy 2	734
The Speech Culture	737
The Violence of Children and Minors	740
Transition, State, Diaspora	742
TV Journalism	745
Violence Against Children and Among Children	747
Word Formation in the Croatian Language	750
Working with Groups	752
Working with Students with Special Educational Needs	755
World Population	758
Youth Subcultures	761
Yugoslav security services from 1944. to 1992.	762
Lecturers	764
Ivan Andrijanić	765
Toni Babarović	765
Vanda Babić Galić	765
Joško Badžim	765
Ivan Balabanić	765
Monika Balija	765
Dino Bečić	765
Adrian Jadranko Beljo	765
Mijo Beljo	765
Mia Biturajac	765
Tamara Bodor	765
Lidija Bogović	765
Duje Bonacci	765
Krunoslav Borovec	765

Lovorka Brajković	766
Andreja Brajša-Žganec	766
Tomislav Brandolica	766
Marijana Braš	766
Petrana Brečić	766
Erik Brezovec	766
Domagoj Brozović	766
Gordana Buljan-Flander	766
Ivan Burić	766
Josip Burušić	766
Rona Bušljeta Kardum	766
Nadica Buzina	766
Irena Cajner Mraović	767
Lana Ciboci Perša	767
Iva Černja Rajter	767
Zvonimir Čuljak	767
Krešimir Dabo	767
Katarina Dadić	767
Lovre de Grisogono	767
Šime Demo	767
Nikša Dubreta	767
Adinda Dulčić	767
Ana Marija Dunaj	767
Ivo Džinić	767
Jelena Flego	767
Ivana Franić	767
Viktoria Franić Tomić	768
Zygfryd Eckardt Gehrmann	768
Alena Gizdić	768
Eva Katarina Glazer	768
Mario Grčević	768
Zrinka Greblo Jurakić	768
Ivana Greguric	768
Tanja Grmuša	768
Martina Horvat	768
Neven Hrvatić	768
Tomislav Janović	768
Ivana Jeleč Bulić	768
Katarina Jelić	768
Marko Jerković	768
Ljubica Josić	769
Tado Jurić	769
Dunja Jurić Vukelić	769
Danijel Jurković	769
Marko Kardum	769
Vesna Karuza Podgorelec	769
Ivica Kinder	769
Sanja Klempić Bogadi	769

Zoran Komar	769
Monika Komušanac	769
Vanja Kopilaš	769
Dora Korać	769
Wollfy Krašić	769
Ivana Kresnik	769
Lucija Krešić Nacevski	770
Eta Krpanec	770
Maria Florencia Luchetti	770
Mirko Lukaš	770
Jelena Maričić	770
Marko Marina	770
Igor Marinić	770
Marica Marinović Golubić	770
Suzana Marjanić	770
Maja Matasović	770
Renato Matić	770
Stjepan Matković	770
Borna Mažar	770
Željka Metesi Deronjić	770
Zdeslav Milas	770
Kristina Milković	770
Roko Mišetić	771
Lucia Miškulin Saletović	771
Alen Moslavac	771
Lana Mužinić Marinić	771
Marjan Ninčević	771
Nina Ožegović	771
Petra Palić	771
Katarina Pavičić Dokoza	771
Dario Pavić	771
Lana Pavić	771
Marina Perić Kaselj	771
Josip Periša	771
Ivan Perković	771
Ana Petak	771
Davor Piskač	772
Zdravko Petanjek	772
Nenad Pokos	772
Jadranka Polović	772
Dora Popović	772
Vladimir Preselj	772
Ivana Radić	772
Goran Radoš	772
Ana Raguž Šutalo	772
Miroslav Rajter	772
Ozana Ramljak	772
Vladimira Rezo	772

Natasha Kathleen Ružić	772
Emily Ryall	772
Klara Saganić	772
Sandro Skansi	772
Vlatko Smiljanić	773
Andreja Sršen	773
Ines Sučić	773
Bruno Šagi	773
Nikolina Šimetin Šegvić	773
Matija Mato Škerbić	773
Vladimir Šumanović	773
Iva Šverko	773
Mladen Tomorad	773
Maša Tonković Grabovac	773
Viktorija Trninic	773
Jure Trutanić	773
Kristian Turkalj	773
Petar Ušković Croata	773
Joost Van Loon	773
Vanesa Varga	773
Darko Vitek	774
Karolina Vrban Zrinski	774
Dario Vučenović	774
Vlatka Vukelić	774
Sanja Vulić Vranković	774
Steven Watson	774
Marija Zelić	774
Dubravka Zima	774
Iva Žegura	774

Study programme

Demography and Croatian Diaspora (150 ECTS)

Qualification awarded: University Master of Arts in Demography and Croatian Diaspora
(univ. mag. dem. et croat. emigr.)

1st semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
DEM	3.0	Corporate Demography (269807) Jurić, T.	L0	45 (15+30+0)	1
DEM	2.0	Croatian Catholic Missions (238017) Krašić, W.	L0	30 (15+15+0)	1
DEM	2.0	Croatian Woman in Emigration (238015) Krašić, W.	L1	30 (15+15+0)	1
DEM	3.0	Croats in Germany (238013) Krašić, W.	L0	30 (30+0+0)	1
DEM	3.0	Economic Potentials of Emigrants (269804) Perić Kaselj, M.	L0	30 (15+15+0)	1
	ECTS	DEM (17929) - Elective courses => DEM (17929)-Izborni predmeti na studiju demografije i hrvatskoga iseljništva	Eng. Lev.	Study Hours	Sem.
DEM	3.0	Croatian Cultural Tourism (213951) Babić Galić, V.	L0	30 (0+30+0)	1, 2, 3, 4
DEM	2.0	Croatian emigrant media (214020) Radoš, G.	L0	30 (15+15+0)	1, 2, 3, 4
DEM	2.0	Transition, State, Diaspora (226934) Polović, J.	L0	30 (15+15+0)	1, 2, 3, 4
2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
DEM	3.0	Croatian Emigration and the Homeland War (238018) Krašić, W.	L0	30 (15+15+0)	2
DEM	2.0	Electoral Systems (238021) Komušanac, M.	L0	30 (30+0+0)	2
DEM	2.0	Field trip 2 (238023) Krašić, W.	L0	30 (0+0+30)	2
DEM	3.0	Integration Approach (238019) Polović, J.	L0	45 (30+15+0)	2
DEM	3.0	Regional Economy (238022) Palić, P.	L0	30 (15+15+0)	2
	ECTS	DEM (17929) - Elective courses => DEM (17929)-Izborni predmeti na studiju demografije i hrvatskoga iseljništva	Eng. Lev.	Study Hours	Sem.
DEM	2.0	Contemporary International Migration (239762) Balić, M.	L0	30 (15+15+0)	1, 2, 3, 4
DEM	2.0	Croatian Diaspora and Public Action (226937) Ramljak, O.	L0	30 (15+15+0)	1, 2, 3, 4
DEM	2.0	Croats in South America (214018) Perić Kaselj, M.	L0	30 (15+15+0)	1, 2, 3, 4

	ECTS	DEM (17929) - Elective courses => DEM (17929)-Izborni predmeti na studiju demografije i hrvatskoga iseljništva	Eng. Lev.	Study Hours	Sem.
DEM	2.0	Famous Croats Worldwide (226933) Balijski, M.	L0	30 (15+15+0)	1, 2, 3, 4
DEM	2.0	Space and Population (253803) Mišetić, R.	L0	30 (15+15+0)	1, 2, 3, 4
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
DEM	3.0	Population and Financial System (253115) Radoš, G.	L0	30 (15+15+0)	3
DEM	4.0	Population, Migrations, and National Security (253140) Polović, J.	L0	60 (30+30+0)	3
DEM	3.0	Regional Demography (253112) Klempić Bogadi, S.	L1	30 (15+15+0)	3
DEM	2.0	World Population (253109) Klempić Bogadi, S.	L1	30 (15+15+0)	3
	ECTS	DEM (17929) - Elective courses => DEM (17929)-Izborni predmeti na studiju demografije i hrvatskoga iseljništva	Eng. Lev.	Study Hours	Sem.
DEM	3.0	Croatian Cultural Tourism (213951) Babić Galić, V.	L0	30 (0+30+0)	1, 2, 3, 4
DEM	2.0	Croatian emigrant media (214020) Radoš, G.	L0	30 (15+15+0)	1, 2, 3, 4
DEM	2.0	Transition, State, Diaspora (226934) Polović, J.	L0	30 (15+15+0)	1, 2, 3, 4
4th semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
DEM	3.0	Demographic Revitalization Patterns (253187) Komušanac, M.	L0	30 (15+15+0)	4
DEM	2.0	Diplomatic and Consular Affairs (269809) Turkalj, K.	L0	30 (15+15+0)	4
DEM	5.0	Graduate Thesis (253189)	L0	30 (0+30+0)	4
DEM	3.0	Immigration Models (253188) Jurić, T.	L0	30 (15+15+0)	4
	ECTS	DEM (17929) - Elective courses => DEM (17929)-Izborni predmeti na studiju demografije i hrvatskoga iseljništva	Eng. Lev.	Study Hours	Sem.
DEM	2.0	Contemporary International Migration (239762) Balijski, M.	L0	30 (15+15+0)	1, 2, 3, 4
DEM	2.0	Croatian Diaspora and Public Action (226937) Ramljak, O.	L0	30 (15+15+0)	1, 2, 3, 4
DEM	2.0	Croats in South America (214018) Perić Kaselj, M.	L0	30 (15+15+0)	1, 2, 3, 4
DEM	2.0	Famous Croats Worldwide (226933) Balijski, M.	L0	30 (15+15+0)	1, 2, 3, 4
DEM	2.0	Space and Population (253803) Mišetić, R.	L0	30 (15+15+0)	1, 2, 3, 4

Communication Sciences (120 ECTS)

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

1st semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
COM	5.0	Mass Communication Research Methodology (57208) Burić, I.	L0	30 (15+15+0)	1
	ECTS	KOM-dipl (4392): Specialist working group 1. [1 st semester] => KOM-dipl (4392): Specijalistička radna grupa 1. [1. sem]	Eng. Lev.	Study Hours	Sem.
COM	5.0	The Media: A Critical Approach (96364) Janović, T.	L2	30 (15+15+0)	1
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.
COM	3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	L0	30 (15+15+0)	1, 2, 3
COM	4.0	Corporate Communications (125909) Milas, Z.	L2	30 (15+15+0)	1, 2, 3
COM	3.0	Croatian Language Policy (226960) Grčević, M.	L0	30 (30+0+0)	1, 2, 3
COM	3.0	Croatian Latinists in the Literary Republic (200539) Matasović, M.	L2	30 (15+15+0)	1, 2, 3
COM	5.0	History of Croatian Cinema (61935) Zima, D.; Brozović, D.	L1	30 (30+0+0)	1, 2, 3
COM	5.0	Media and Bioethics (64815) Greguric, I.	L2	30 (15+15+0)	1, 2, 3
COM	3.0	Parenting pedagogy (213981) Dadić, K.	L0	30 (15+15+0)	1, 2, 3
COM	3.0	Political philosophy (201514) Skansi, S.	L3	30 (30+0+0)	1, 2, 3
COM	4.0	Public Promotion of Science (57236) Lukaš, M.	L2	30 (15+15+0)	1, 2, 3
COM	5.0	Speaking and Presentation Skills in English (66554) Beljo, A.	L0	60 (0+0+60)	1, 2, 3
COM	3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	L0	30 (15+15+0)	1, 2, 3
	ECTS	MEDIA => KOM-dipl (5041) - Obvezni izborni smjer: Mediji	Eng. Lev.	Study Hours	Sem.
COM	5.0	Mass Communication and Journalism in the Contemporary World (57213) Varga, V.	L2	30 (15+15+0)	1, 2, 3
COM	5.0	Production process in the Media (230991) Greguric, I.	L0	60 (0+0+60)	1, 2, 3
COM	5.0	Psychology of Mass Media and Mass Communication (64750) Vučenović, D.	L0	30 (15+15+0)	1, 2, 3
COM	5.0	Risks of Mass Communication (64749) Greguric, I.	L1	30 (15+15+0)	1, 2, 3

	ECTS	PUBLIC RELATIONS => KOM-dipl (5042) - Obvezni izborni smjer: Odnosi s javnošću	Eng. Lev.	Study Hours	Sem.
COM	5.0	Legal and Ethical Public Relations Standards (289823) Burić, I.	L2	30 (0+30+0)	1, 2, 3
COM	5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	1, 2, 3
COM	5.0	Psychology of Mass Media and Mass Communication (64750) Vučenović, D.	L0	30 (15+15+0)	1, 2, 3
COM	5.0	Public Relations Practicum (64753) Jeleč Bulić, I.	L2	30 (0+0+30)	1, 2, 3
	ECTS	MASS COMMUNICATION RESEARCH => KOM-dipl (5043) - Obvezni izborni smjer: Znanstveno istraživanje masovnih komunikacija	Eng. Lev.	Study Hours	Sem.
COM	5.0	Digital activism (285535) Varga, V.	L0	30 (0+30+0)	1, 2, 3
COM	5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	1, 2, 3
COM	5.0	Psychology of Mass Media and Mass Communication (64750) Vučenović, D.	L0	30 (15+15+0)	1, 2, 3
COM	5.0	Quantitative Research Methods in Communication Sciences (118527) Burić, I.	L2	30 (15+15+0)	1, 2, 3
COM	5.0	Risks of Mass Communication (64749) Greguric, I.	L1	30 (15+15+0)	1, 2, 3
2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
COM	5.0	Concepts and Theories of Media Effects (187977) Varga, V.	L2	30 (15+15+0)	2
COM	5.0	Media Management (57209) Grmuša, T.	L1	30 (15+15+0)	2
	ECTS	Mass Communication Research: Specialist working group 4. => KOM-dipl (3988): Specijalistička radna grupa 4. [2. sem.]	Eng. Lev.	Study Hours	Sem.
COM	3.0	Practice - research methods of mass communication (144890) Černja Rajter, I.	L2	45 (0+15+30)	2
	ECTS	MEDIA: Specialist working group 2. => KOM-dipl (4393): smjer-Mediji: Specijalistička radna grupa 2. [2. sem.]	Eng. Lev.	Study Hours	Sem.
COM	4.0	TV Journalism (57245) Greguric, I.	L2	30 (0+0+30)	2
	ECTS	PUBLIC RELATIONS: Specialist working group 3. => KOM-dipl (4396): smjer-OJ: Specijalistička radna grupa 3. [2. sem.]	Eng. Lev.	Study Hours	Sem.
COM	4.0	Image, Reputation Management and Lobbying (57248) Jeleč Bulić, I.	L1	30 (0+0+30)	2
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.
COM	4.0	Croatian Stage Art (188011) Vrban Zrinski, K.	L1	45 (30+15+0)	1, 2, 3

	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.
COM	5.0	Culture, Identity and Globalization (57218) Rezo, V.	L2	30 (15+15+0)	1, 2, 3
COM	5.0	Demography (53914) Pavić, D.	L1	60 (30+30+0)	1, 2, 3
COM	5.0	Geopolitics and National Security (201679) Radoš, G.	L2	30 (15+15+0)	1, 2, 3
COM	3.0	Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft (214003) Gehrmann, Z.	L0	30 (30+0+0)	1, 2, 3
COM	5.0	Introduction to Sociolinguistics (133474) Miškulin Saletović, L.	L3	30 (20+10+0)	1, 2, 3
COM	5.0	Media and National Security (57242) Radoš, G.	L0	30 (15+15+0)	1, 2, 3
COM	5.0	New Media and Digital Marketing (130706) Janović, T.	L2	30 (15+15+0)	1, 2, 3
COM	3.0	Philosophy of communication (201678) Greguric, I.	L0	30 (15+15+0)	1, 2, 3
COM	5.0	Social media (118530) Varga, V.	L0	30 (0+30+0)	1, 2, 3
COM	5.0	Speaking and Presentation Skills in English (66554) Beljo, A.	L0	60 (0+0+60)	1, 2, 3
COM	6.0	Student Internship (291494) Varga, V.	L0	80 (0+40+40)	1, 2, 3
COM	5.0	The Media and Children (86357) Lukaš, M.	L2	30 (15+15+0)	1, 2, 3
	ECTS	MEDIA => KOM-dipl (5041) - Obvezni izborni smjer: Mediji	Eng. Lev.	Study Hours	Sem.
COM	4.0	Journalism as a Profession: Practicum (57212) Rezo, V.	L2	60 (0+0+60)	1, 2, 3
COM	5.0	Mass Communication: Political Aspects (57211) Janović, T.	L2	30 (15+15+0)	1, 2, 3
	ECTS	PUBLIC RELATIONS => KOM-dipl (5042) - Obvezni izborni smjer: Odnosi s javnošću	Eng. Lev.	Study Hours	Sem.
COM	5.0	Legal and Ethical Public Relations Standards (289823) Burić, I.	L2	30 (0+30+0)	1, 2, 3
COM	4.0	Risk Management and Crisis Communication (57217) Radoš, G.	L2	30 (0+15+15)	1, 2, 3
COM	5.0	Strategic Thinking in Public Relations (278581) Jurković, D.	L2	30 (15+15+0)	1, 2, 3
	ECTS	MASS COMMUNICATION RESEARCH => KOM-dipl (5043) - Obvezni izborni smjer: Znanstveno istraživanje masovnih komunikacija	Eng. Lev.	Study Hours	Sem.
COM	5.0	Qualitative Research Methods in Communication Sciences (118528) Burić, I.	L2	30 (15+15+0)	1, 2, 3

3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
COM	5.0	Mass Communication: Cultural Aspects (63567) Josić, L.	L2	30 (15+15+0)	3
COM	5.0	Research Project (63570) Burić, I.; Jurković, D.; Vučenović, D.; Vulić Vranković, S.	L2	30 (15+15+0)	3
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.
COM	3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	L0	30 (15+15+0)	1, 2, 3
COM	4.0	Corporate Communications (125909) Milas, Z.	L2	30 (15+15+0)	1, 2, 3
COM	3.0	Croatian Language Policy (226960) Grčević, M.	L0	30 (30+0+0)	1, 2, 3
COM	3.0	Croatian Latinists in the Literary Republic (200539) Matasović, M.	L2	30 (15+15+0)	1, 2, 3
COM	5.0	History of Croatian Cinema (61935) Zima, D.; Brozović, D.	L1	30 (30+0+0)	1, 2, 3
COM	5.0	Media and Bioethics (64815) Greguric, I.	L2	30 (15+15+0)	1, 2, 3
COM	3.0	Parenting pedagogy (213981) Dadić, K.	L0	30 (15+15+0)	1, 2, 3
COM	3.0	Political philosophy (201514) Skansi, S.	L3	30 (30+0+0)	1, 2, 3
COM	4.0	Public Promotion of Science (57236) Lukaš, M.	L2	30 (15+15+0)	1, 2, 3
COM	5.0	Speaking and Presentation Skills in English (66554) Beljo, A.	L0	60 (0+0+60)	1, 2, 3
COM	3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	L0	30 (15+15+0)	1, 2, 3
	ECTS	MEDIA => KOM-dipl (5041) - Obvezni izborni smjer: Mediji	Eng. Lev.	Study Hours	Sem.
COM	5.0	Mass Communication and Journalism in the Contemporary World (57213) Varga, V.	L2	30 (15+15+0)	1, 2, 3
COM	5.0	Production process in the Media (230991) Greguric, I.	L0	60 (0+0+60)	1, 2, 3
COM	5.0	Psychology of Mass Media and Mass Communication (64750) Vučenović, D.	L0	30 (15+15+0)	1, 2, 3
COM	5.0	Risks of Mass Communication (64749) Greguric, I.	L1	30 (15+15+0)	1, 2, 3
	ECTS	PUBLIC RELATIONS => KOM-dipl (5042) - Obvezni izborni smjer: Odnosi s javnošću	Eng. Lev.	Study Hours	Sem.
COM	5.0	Legal and Ethical Public Relations Standards (289823) Burić, I.	L2	30 (0+30+0)	1, 2, 3
COM	5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	1, 2, 3
COM	5.0	Psychology of Mass Media and Mass Communication (64750) Vučenović, D.	L0	30 (15+15+0)	1, 2, 3

	ECTS	PUBLIC RELATIONS => KOM-dipl (5042) - Obvezni izborni smjer: Odnosi s javnošću	Eng. Lev.	Study Hours	Sem.
COM	5.0	Public Relations Practicum (64753) Jeleč Bulić, I.	L2	30 (0+0+30)	1, 2, 3
	ECTS	MASS COMMUNICATION RESEARCH => KOM-dipl (5043) - Obvezni izborni smjer: Znanstveno istraživanje masovnih komunikacija	Eng. Lev.	Study Hours	Sem.
COM	5.0	Digital activism (285535) Varga, V.	L0	30 (0+30+0)	1, 2, 3
COM	5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	1, 2, 3
COM	5.0	Psychology of Mass Media and Mass Communication (64750) Vučenović, D.	L0	30 (15+15+0)	1, 2, 3
COM	5.0	Quantitative Research Methods in Communication Sciences (118527) Burić, I.	L2	30 (15+15+0)	1, 2, 3
COM	5.0	Risks of Mass Communication (64749) Greguric, I.	L1	30 (15+15+0)	1, 2, 3
4th semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
COM	30.0	Graduate work (64886)	L2	0 (0+0+0)	4

Croatology- Science Stream (120 ECTS)

Qualification awarded: University Master of Arts in Croatiaology
(univ. mag. croat.)

1st semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
	3.0	Croatian Writers of European Reference (201770) Brozović, D.	L1	30 (15+15+0)	1
	5.0	Lexicology and Lexicography of the Croatian Language (147174) Grčević, M.	L1	45 (30+15+0)	1
	5.0	Literature and Culture of Croats in the Diaspora (126030) Vulić Vranković, S.	L1	30 (30+0+0)	1
	5.0	Literature and Culture of the Croats in the Diaspora (57134) Vulić Vranković, S.	L1	30 (15+15+0)	1
	ECTS	Elective courses 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.
	3.0	Croatian Children's Literature (201791) Zima, D.	L1	30 (15+15+0)	1, 2, 3, 4
	3.0	Croatian Language Policy (226960) Grčević, M.	L0	30 (30+0+0)	1, 2, 3, 4
	3.0	Croatian Linguistic Prescription (201776) Grčević, M.	L1	30 (15+15+0)	1, 2, 3, 4
	3.0	Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa (213980) Gehrmann, Z.	L0	30 (30+0+0)	1, 2, 3, 4
	3.0	Introduction to Publishing (270276) Zima, D.	L0	30 (15+15+0)	1, 2, 3, 4
	3.0	Literary Stylistics (201804) Vrban Zrinski, K.	L1	30 (15+15+0)	1, 2, 3, 4
	3.0	Methodology of Literary Interpretation (286087) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
	3.0	Philosophy and Culture: Croatia in the European Context (201781) Metesi Deronjić, Ž.	L1	30 (15+15+0)	1, 2, 3, 4
	4.0	The Speech Culture (188010) Vrban Zrinski, K.	L1	45 (30+15+0)	1, 2, 3, 4
	ECTS	DIPL(18141): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
	4.0	Developmental Psychology (200551) Brajković, L.	L1	45 (30+15+0)	1
	4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1
	4.0	Pedagogy (144706) Dadić, K.	L0	45 (30+15+0)	1

2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO S	4.0	Heritage of Other Cultures in the Croatian Culture (270270) Zima, D.	L0	30 (15+15+0)	2
CRO S	5.0	History of Christianity in Croatia (270166) Smiljanić, V.	L1	30 (15+15+0)	2
CRO S	2.0	Teaching Grammar in Teaching Croatian Language (234436) Piskač, D.	L0	30 (15+0+15)	2
	ECTS	Elective courses 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.
CRO S	3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Croatian lexicography (201792) Franić, I.	L1	30 (15+15+0)	1, 2, 3, 4
CRO S	4.0	Croatian Stage Art (188011) Vrban Zrinski, K.	L1	45 (30+15+0)	1, 2, 3, 4
CRO S	3.0	Ivana Brlić-Mažuranić (201796) Zima, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Literary and Linguistic Heritage of Northwestern Croatia (270278) Kresnik, I.	L3	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Literary Theory in Teaching Croatian Language (286083) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Miroslav Krleža (201853) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Motivation in Teaching Croatian Language (188689) Brajković, L.	L0	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Pagan and Christian Themes in Croatian Literature (239801) Brozović, D.	L0	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Religious Elements of Croatian Culture (270279) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
	ECTS	DIPL(18149): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
CRO S	2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
CRO S	3.0	Methods of Teaching Croatian Language (188546) Piskač, D.	L1	30 (30+0+0)	2
CRO S	3.0	Methods of Teaching History (53907) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
CRO S	3.0	Methods of Teaching Sociology (53909) Dadić, K.	L1	30 (30+0+0)	2
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO S	5.0	History of Croatian Cinema (61935) Zima, D.; Brozović, D.	L1	30 (30+0+0)	3
CRO S	5.0	Introduction to Scientific Research (61243) Vrban Zrinski, K.	L0	30 (30+0+0)	3

	ECTS	Elective courses 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.
CRO S	3.0	Croatian Children's Literature (201791) Zima, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Croatian Language Policy (226960) Grčević, M.	L0	30 (30+0+0)	1, 2, 3, 4
CRO S	3.0	Croatian Linguistic Prescription (201776) Grčević, M.	L1	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa (213980) Gehrmann, Z.	L0	30 (30+0+0)	1, 2, 3, 4
CRO S	3.0	Introduction to Publishing (270276) Zima, D.	L0	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Literary Stylistics (201804) Vrban Zrinski, K.	L1	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Methodology of Literary Interpretation (286087) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Philosophy and Culture: Croatia in the European Context (201781) Metesi Deronjić, Ž.	L1	30 (15+15+0)	1, 2, 3, 4
CRO S	4.0	The Speech Culture (188010) Vrban Zrinski, K.	L1	45 (30+15+0)	1, 2, 3, 4
	ECTS	DIPL(19020): Elective Teaching Stream => DIPL(19020): Izborni (NASTAVNIČKI MODUL)	Eng. Lev.	Study Hours	Sem.
CRO S	3.0	Practical Exercises in the Methodology of Teaching [Croatian Language] (239806) Piskač, D.	L1	45 (0+15+30)	3
CRO S	5.0	Practical Exercises in the Methodology of Teaching [History] (144736) Bušljeta Kardum, R.	L1	45 (0+15+30)	3
CRO S	5.0	Practical Exercises in the Methodology of Teaching [Sociology] (144741) Dadić, K.	L1	45 (0+15+30)	3
4th semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO	20.0	Graduate work (64813)	L0	0 (0+0+0)	4
	ECTS	Elective courses 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.
CRO S	3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Croatian lexicography (201792) Franić, I.	L1	30 (15+15+0)	1, 2, 3, 4
CRO S	4.0	Croatian Stage Art (188011) Vrban Zrinski, K.	L1	45 (30+15+0)	1, 2, 3, 4
CRO S	3.0	Ivana Brlić-Mažuranić (201796) Zima, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO S	3.0	Literary and Linguistic Heritage of Northwestern Croatia (270278) Kresnik, I.	L3	30 (15+15+0)	1, 2, 3, 4

	ECTS	Elective courses 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.
CRO- S	3.0	Literary Theory in Teaching Croatian Language (286083) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO- S	3.0	Miroslav Krleža (201853) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO- S	3.0	Motivation in Teaching Croatian Language (188689) Brajković, L.	L0	30 (15+15+0)	1, 2, 3, 4
CRO- S	3.0	Pagan and Christian Themes in Croatian Literature (239801) Brozović, D.	L0	30 (15+15+0)	1, 2, 3, 4
CRO- S	3.0	Religious Elements of Croatian Culture (270279) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4

Croatian Latinity (120 ECTS)

Qualification awarded: University Master of Arts in Education in Latin, Roman Literature and Croatian Latinity
(univ. mag. educ. philol. et lat. croat.)

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) Demo, Š.	L1	45 (0+15+30)	3
ECTS	Elective courses => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.
TEA 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	L0	30 (15+15+0)	3, 4
TEA 3.0	Childhood Pedagogy (226199) Dadić, K.	L0	30 (30+0+0)	3, 4
TEA 3.0	Parenting pedagogy (213981) Dadić, K.	L0	30 (15+15+0)	3, 4
TEA 3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	L0	30 (15+15+0)	3, 4
TEA 3.0	Croatian Latinists in the Literary Republic (200539) Matasović, M.	L2	30 (15+15+0)	3, 4
TEA 4.0	The Croatian Humanist Epic (86902) Matasović, M.	L2	30 (0+30+0)	3, 4
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
TEA 6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Dadić, K.	L0	45 (0+15+30)	4
ECTS	Elective courses => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.
TEA 3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	L1	30 (15+15+0)	3, 4
TEA 3.0	Philosophy of Education (61957) Škerbić, M.	L1	30 (15+15+0)	3, 4
TEA 3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	L0	30 (15+15+0)	3, 4
TEA 5.0	Elementary Greek II (130285) Matasović, M.	L2	30 (0+15+15)	3, 4
TEA 4.0	History of Croatian Books and Libraries (286130) Krešić Nacevski, L.	L0	30 (15+15+0)	3, 4
TEA 3.0	Latin language in the history of Croatian education (200540)	L1	30 (15+15+0)	3, 4

History - Science Stream (120 ECTS)

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

1st semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SCI	4.0	Croatian Cultural History (202690) Glazer, E.	L2	30 (30+0+0)	1
SCI	4.0	Economic History of Croatian Modern Society (202692) Vukelić, V.	L1	30 (30+0+0)	1
SCI	5.0	Introduction to Historical Science (57158) Vitek, D.	L1	30 (30+0+0)	1
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
SCI	3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	L0	30 (15+15+0)	1, 2, 3, 4
SCI	3.0	Childhood Pedagogy (226199) Dadić, K.	L0	30 (30+0+0)	1, 2, 3, 4
SCI	3.0	Croatian Political History from 1990 to 1995 (270201) Beljo, M.	L0	30 (15+15+0)	1, 2, 3, 4
SCI	3.0	Historical Cartography of Croatian countries (270161) Smiljanić, V.	L0	30 (0+30+0)	1, 2, 3, 4
SCI	3.0	History of Military Border (202897) Milković, K.	L0	30 (0+30+0)	1, 2, 3, 4
SCI	4.0	History of private life --Croatia in the "long 19th century" (270165) Milković, K.	L0	30 (15+15+0)	1, 2, 3, 4
SCI	4.0	Local History (285824) Smiljanić, V.	L0	45 (0+30+15)	1, 2, 3, 4
SCI	3.0	Military-political relations in Bosnia and Herzegovina 1990-1995 (270208) Beljo, M.	L0	30 (15+15+0)	1, 2, 3, 4
SCI	3.0	Parenting pedagogy (213981) Dadić, K.	L0	30 (15+15+0)	1, 2, 3, 4
SCI	4.0	Popular culture and its influence on society during the second half of the 20th century (284991) Tomorad, M.	L0	30 (30+0+0)	1, 2, 3, 4
SCI	4.0	Social Development and Rise of Eastern Mediterranean Civilisations (86939) Glazer, E.	L2	30 (0+30+0)	1, 2, 3, 4
SCI	3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	L0	30 (15+15+0)	1, 2, 3, 4
	ECTS	DIPL(18141): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
SCI	4.0	Developmental Psychology (200551) Brajković, L.	L1	45 (30+15+0)	1
SCI	4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1

ECTS	DIPL(18141): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
SCI 4.0	Pedagogy (144706) Dadić, K.	L0	45 (30+15+0)	1
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SCI 4.0	Croatian Political History (202693) Jurković, D.	L1	30 (30+0+0)	2
SCI 4.0	Social Changes in the Republic of Croatia in 20th Century (202475) Beljo, M.	L0	30 (30+0+0)	2
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
SCI 3.0	Archivistics for historians (202954) Smiljanić, V.	L1	30 (0+30+0)	1, 2, 3, 4
SCI 3.0	Croatian Spring: Intellectual and Political History (285735) Jurković, D.	L0	30 (0+30+0)	1, 2, 3, 4
SCI 3.0	Emperors, heretics and monks: shaping late antique and early medieval Christianity (284993) Tomorad, M.	L0	30 (0+30+0)	1, 2, 3, 4
SCI 4.0	Global Antiquity (285825) Glazer, E.	L3	30 (30+0+0)	1, 2, 3, 4
SCI 3.0	History and Archeology (202967) Glazer, E.	L2	30 (0+30+0)	1, 2, 3, 4
SCI 3.0	History in Motion: Field trip (285011) Vukelić, V.	L0	30 (0+0+30)	1, 2, 3, 4
SCI 5.0	History of Christianity in Croatia (270166) Smiljanić, V.	L1	30 (15+15+0)	1, 2, 3, 4
SCI 4.0	History of Croatian Books and Libraries (286130) Krešić Nacevski, L.	L0	30 (15+15+0)	1, 2, 3, 4
SCI 4.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (284992) Tomorad, M.	L0	30 (30+0+0)	1, 2, 3, 4
SCI 4.0	History of Palestine (284994) Glazer, E.	L2	30 (15+15+0)	1, 2, 3, 4
SCI 3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	L0	30 (15+15+0)	1, 2, 3, 4
SCI 3.0	Yugoslav security services from 1944. to 1992. (202915) Šumanović, V.	L1	30 (0+30+0)	1, 2, 3, 4
ECTS	DIPL(18149): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
SCI 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
SCI 3.0	Methods of Teaching Croatian Language (188546) Piskač, D.	L1	30 (30+0+0)	2
SCI 3.0	Methods of Teaching History (53907) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
SCI 3.0	Methods of Teaching Sociology (53909) Dadić, K.	L1	30 (30+0+0)	2

3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
HIS	5.0	Theory of History (61951) Vitek, D.	L1	30 (30+0+0)	3
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
SCI	3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	L0	30 (15+15+0)	1, 2, 3, 4
SCI	3.0	Childhood Pedagogy (226199) Dadić, K.	L0	30 (30+0+0)	1, 2, 3, 4
SCI	3.0	Croatian Political History from 1990 to 1995 (270201) Beljo, M.	L0	30 (15+15+0)	1, 2, 3, 4
SCI	3.0	Historical Cartography of Croatian countries (270161) Smiljanić, V.	L0	30 (0+30+0)	1, 2, 3, 4
SCI	3.0	History of Military Border (202897) Milković, K.	L0	30 (0+30+0)	1, 2, 3, 4
SCI	4.0	History of private life --Croatia in the "long 19th century" (270165) Milković, K.	L0	30 (15+15+0)	1, 2, 3, 4
SCI	4.0	Local History (285824) Smiljanić, V.	L0	45 (0+30+15)	1, 2, 3, 4
SCI	3.0	Military-political relations in Bosnia and Herzegovina 1990-1995 (270208) Beljo, M.	L0	30 (15+15+0)	1, 2, 3, 4
SCI	3.0	Parenting pedagogy (213981) Dadić, K.	L0	30 (15+15+0)	1, 2, 3, 4
SCI	4.0	Popular culture and its influence on society during the second half of the 20th century (284991) Tomorad, M.	L0	30 (30+0+0)	1, 2, 3, 4
SCI	4.0	Social Development and Rise of Eastern Mediterranean Civilisations (86939) Glazer, E.	L2	30 (0+30+0)	1, 2, 3, 4
SCI	3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	L0	30 (15+15+0)	1, 2, 3, 4
	ECTS	Research groups => POV-dipl(5390): Istraživačke skupine	Eng. Lev.	Study Hours	Sem.
SCI	6.0	Research Group - Interpretation of Medieval Sources (79379) Glazer, E.	L1	30 (0+30+0)	3
SCI	6.0	Research Group - Interpretation of Sources for Croatian History: the 19th Century (130523) Milković, K.	L0	30 (0+30+0)	3
SCI	6.0	Research Group - Researching and Writing about the 20th Century (96375) Šumanović, V.	L1	30 (0+30+0)	3
SCI	6.0	Research group - Sources of Egyptian, Greek and Roman History (96373) Tomorad, M.	L1	30 (0+30+0)	3
	ECTS	DIPL(19020): Elective Teaching Stream => DIPL(19020): Izborni (NASTAVNIČKI MODUL)	Eng. Lev.	Study Hours	Sem.

ECTS	DIPL(19020): Elective Teaching Stream => DIPL(19020): Izborni (NASTAVNIČKI MODUL)	Eng. Lev.	Study Hours	Sem.
SCI 3.0	Practical Exercises in the Methodology of Teaching [Croatian Language] (239806) Piskač, D.	L1	45 (0+15+30)	3
SCI 5.0	Practical Exercises in the Methodology of Teaching [History] (144736) Bušljeta Kardum, R.	L1	45 (0+15+30)	3
SCI 5.0	Practical Exercises in the Methodology of Teaching [Sociology] (144741) Dadić, K.	L1	45 (0+15+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	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
SCI 3.0	Archivistics for historians (202954) Smiljanić, V.	L1	30 (0+30+0)	1, 2, 3, 4
SCI 3.0	Croatian Spring: Intellectual and Political History (285735) Jurković, D.	L0	30 (0+30+0)	1, 2, 3, 4
SCI 3.0	Emperors, heretics and monks: shaping late antique and early medieval Christianity (284993) Tomorad, M.	L0	30 (0+30+0)	1, 2, 3, 4
SCI 4.0	Global Antiquity (285825) Glazer, E.	L3	30 (30+0+0)	1, 2, 3, 4
SCI 3.0	History and Archeology (202967) Glazer, E.	L2	30 (0+30+0)	1, 2, 3, 4
SCI 3.0	History in Motion: Field trip (285011) Vukelić, V.	L0	30 (0+0+30)	1, 2, 3, 4
SCI 5.0	History of Christianity in Croatia (270166) Smiljanić, V.	L1	30 (15+15+0)	1, 2, 3, 4
SCI 4.0	History of Croatian Books and Libraries (286130) Krešić Nacevski, L.	L0	30 (15+15+0)	1, 2, 3, 4
SCI 4.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (284992) Tomorad, M.	L0	30 (30+0+0)	1, 2, 3, 4
SCI 4.0	History of Palestine (284994) Glazer, E.	L2	30 (15+15+0)	1, 2, 3, 4
SCI 3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	L0	30 (15+15+0)	1, 2, 3, 4
SCI 3.0	Yugoslav security services from 1944. to 1992. (202915) Šumanović, V.	L1	30 (0+30+0)	1, 2, 3, 4

Psychology (120 ECTS)

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

1st semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY	4.0	Clinical Psychodiagnostics (130561) Brajković, L.	L1	60 (30+0+30)	1
PSY	4.0	Cognitive Psychology (57110) Kopilaš, V.	L1	45 (30+15+0)	1
PSY	4.0	Personality Psychology (57111) Burušić, J.	L0	45 (30+15+0)	1
PSY	4.0	Regression Analysis (53873) Babarović, T.	L1	45 (30+0+15)	1
PSY	4.0	Social Cognition and Perception (57109) Maričić, J.	L1	45 (30+0+15)	1
PSY	4.0	Theory of Psychological Testing (57115) Tonković Grabovac, M.	L1	45 (30+0+15)	1
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju psihologije	Eng. Lev.	Study Hours	Sem.
PSY	3.0	Developmental disabilities of Children and Youth (214006) Vučenović, D.	L0	30 (0+30+0)	1, 2, 3, 4
PSY	3.0	Forensic Psychology (53786) Sučić, I.	L1	30 (30+0+0)	1, 2
PSY	3.0	Military and Postwar Psychology-Croatian and International Experiences (188053) Komar, Z.	L1	30 (30+0+0)	1, 2, 3, 4
PSY	3.0	Palliative Care (226946) Brajković, L.; Braš, M.	L1	30 (15+15+0)	1, 2, 3, 4
PSY	3.0	Psychology of Mass Media and Mass Communication (200713) Vučenović, D.	L0	30 (15+15+0)	1, 2
PSY	3.0	Psychology of profession choices (53800) Šverko, I.	L1	30 (30+0+0)	1, 2, 3, 4
PSY	3.0	Working with Students with Special Educational Needs (201210) Dulčić, A.; Pavičić Dokoza, K.	L1	30 (30+0+0)	1, 2, 3, 4
	ECTS	Elective (TEACHING MODULE) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.
PSY	4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1, 2, 3, 4
PSY	4.0	Pedagogy (144706) Dadić, K.	L0	45 (30+15+0)	1, 2, 3, 4
PSY	5.0	Practical Exercises in the Methodology of Teaching [Psychology] (144738) Flego, J.	L1	45 (0+15+30)	1, 2, 3, 4
PSY	3.0	Working with Students with Special Educational Needs (201210) Dulčić, A.; Pavičić Dokoza, K.	L1	30 (30+0+0)	1, 2, 3, 4

2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY	4.0	Development of psychological research (201199) Tonković Grabovac, M.	L0	45 (30+15+0)	2
PSY	4.0	Educational Psychology (53870) Brajša-Žganec, A.	L1	45 (30+15+0)	2
PSY	4.0	Factor Analysis (57113) Babarović, T.	L1	45 (30+0+15)	2
PSY	4.0	Group Processes and Impacts (130563) Gizdić, A.	L1	45 (30+15+0)	2
PSY	4.0	Psychology of Organisational Behaviour (53867) Tonković Grabovac, M.	L1	45 (30+15+0)	2
PSY	4.0	Psychotherapy Modalities (53871) Maričić, J.	L1	45 (30+15+0)	2
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju psihologije	Eng. Lev.	Study Hours	Sem.
PSY	3.0	Forensic Psychiatry (139805) Buzina, N.	L1	30 (15+15+0)	1, 2
PSY	3.0	Forensic Psychology (53786) Sučić, I.	L1	30 (30+0+0)	1, 2
PSY	3.0	Human resources management (227542) Komar, Z.	L0	30 (30+0+0)	1, 2
PSY	3.0	Violence Against Children and Among Children (239941) Buljan-Flander, G.	L0	30 (15+15+0)	1, 2
	ECTS	Elective (TEACHING MODULE) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.
PSY	6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Dadić, K.	L0	45 (0+15+30)	1, 2, 3, 4
PSY	2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	1, 2, 3, 4
PSY	3.0	Methods of Teaching Psychology (53847)	L1	30 (30+0+0)	1, 2, 3, 4
PSY	4.0	Pedagogy (144706) Dadić, K.	L0	45 (30+15+0)	1, 2, 3, 4
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY	4.0	Development in the Social Context (53863) Vučenović, D.	L0	45 (30+15+0)	3
PSY	4.0	Health Psychology (53869) Brajković, L.	L1	45 (30+15+0)	3
PSY	3.0	Production Thesis (193872)	L0	30 (0+30+0)	3
PSY	4.0	Psychological Counselling (173598) Vučenović, D.	L1	45 (30+15+0)	3
PSY	3.0	Psychological Testing Skills and Clinical Interview (188782) Brajković, L.	L0	30 (0+0+30)	3

	ECTS	Elective (TEACHING MODULE) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.
PSY	4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1, 2, 3, 4
PSY	4.0	Pedagogy (144706) Dadić, K.	L0	45 (30+15+0)	1, 2, 3, 4
PSY	5.0	Practical Exercises in the Methodology of Teaching [Psychology] (144738) Flego, J.	L1	45 (0+15+30)	1, 2, 3, 4
PSY	3.0	Working with Students with Special Educational Needs (201210) Dulčić, A.; Pavičić Dokoza, K.	L1	30 (30+0+0)	1, 2, 3, 4
	ECTS	PSI-dipl. (7596): Elective courses 2 => PSI-dipl. (7596): Izborni predmeti II. godina	Eng. Lev.	Study Hours	Sem.
PSY	3.0	Clinical Psychology Reports/Clinical Report Writing (286523)	L1	30 (0+30+0)	3, 4
PSY	3.0	Developmental disabilities of Children and Youth (214006) Vučenović, D.	L0	30 (0+30+0)	1, 2, 3, 4
PSY	3.0	Military and Postwar Psychology-Croatian and International Experiences (188053) Komar, Z.	L1	30 (30+0+0)	1, 2, 3, 4
PSY	3.0	Palliative Care (226946) Brajković, L.; Braš, M.	L1	30 (15+15+0)	1, 2, 3, 4
PSY	3.0	Practical Counselling and Helping Skills (173685) Maričić, J.	L1	30 (0+30+0)	3, 4
PSY	3.0	Preparation of prevention programs (214005) Brajković, L.	L1	30 (0+30+0)	3, 4
PSY	3.0	Psychology of profession choices (53800) Šverko, I.	L1	30 (30+0+0)	1, 2, 3, 4
PSY	3.0	Stress and Psychotrauma (144889) Marinić, I.	L1	30 (0+30+0)	3, 4
PSY	3.0	Working with Students with Special Educational Needs (201210) Dulčić, A.; Pavičić Dokoza, K.	L1	30 (30+0+0)	1, 2, 3, 4
4th semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY	18.0	Production Thesis (126008)	L0	0 (0+0+0)	4
	ECTS	Elective (TEACHING MODULE) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.
PSY	6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Dadić, K.	L0	45 (0+15+30)	1, 2, 3, 4
PSY	2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	1, 2, 3, 4
PSY	3.0	Methods of Teaching Psychology (53847)	L1	30 (30+0+0)	1, 2, 3, 4
PSY	4.0	Pedagogy (144706) Dadić, K.	L0	45 (30+15+0)	1, 2, 3, 4

	ECTS	PSI-dipl. (7596): Elective courses 2 => PSI-dipl. (7596): Izborni predmeti II. godina	Eng. Lev.	Study Hours	Sem.
PSY	3.0	Clinical Psychology Reports/Clinical Report Writing (286523)	L1	30 (0+30+0)	3, 4
PSY	3.0	Evaluation and Measurement of Personality (102939) Vučenović, D.	L1	30 (0+30+0)	3, 4
PSY	3.0	Psychobiosocial Approach to the Treatment and Rehabilitation of People with Mental Health Difficulties (285549) Marinić, I.; Mužinić Marinić, L.	L1	30 (15+15+0)	3, 4
PSY	3.0	Psychosocial adaptation of Croatian war veterans in war and devastation (188789) Brajković, L.	L1	30 (0+30+0)	3, 4
PSY	6.0	Student Placements (200304) Maričić, J.; Vučenović, D.	L1	90 (0+30+60)	3, 4
PSY	3.0	Working with Groups (173686) Vučenović, D.	L0	30 (0+30+0)	3, 4

Sociology - Science Stream (120 ECTS)

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

1st semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SCI	6.0	Contemporary Sociological Theories (53911) Brezovec, E.	L2	60 (30+30+0)	1
SCI	6.0	Qualitative Methodology (214136) Marinović Golubić, M.	L1	60 (30+0+30)	1
SCI	5.0	Sociology of Croatian Society 5 (255074) Sršen, A.	L1	45 (15+15+15)	1
	ECTS	SOC-dipl (4420): Elective courses, 1st semester => Izborni kolegiji u zimskom semestru (ZN-smjer)	Eng. Lev.	Study Hours	Sem.
SCI	3.0	Childhood Pedagogy (226199) Dadić, K.	L0	30 (30+0+0)	1, 3
SCI	5.0	Criminology of Bullying (148529) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3
SCI	3.0	Parenting pedagogy (213981) Dadić, K.	L0	30 (15+15+0)	1, 3
SCI	3.0	Sociology of Domestic Violence (214087) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3
SCI	4.0	Sociology of Drug Abuse (57201) Dubreta, N.	L1	30 (15+15+0)	1, 3
SCI	4.0	The Holocaust (285544) Matić, R.; Perković, I.	L1	45 (30+15+0)	1, 3
SCI	3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	L0	30 (15+15+0)	1, 3
	ECTS	SOC-dipl (16534): Elective courses 1st semester (Scientific stream) => Obavezna izborna radna grupa u 1. semestru	Eng. Lev.	Study Hours	Sem.
SCI	3.0	European Union Institutions (285546) Sršen, A.	L2	30 (0+0+30)	1
SCI	3.0	Sociology of Migration and Ethnicity (214085) Marinović Golubić, M.	L1	30 (15+15+0)	1
SCI	3.0	Sustainable Development Policies of the European Union (285543) Sršen, A.	L1	30 (0+0+30)	1
	ECTS	DIPL(18141): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
SCI	4.0	Developmental Psychology (200551) Brajković, L.	L1	45 (30+15+0)	1
SCI	4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1
SCI	4.0	Pedagogy (144706) Dadić, K.	L0	45 (30+15+0)	1

2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SCI	5.0	Demography (53914) Pavić, D.	L1	60 (30+30+0)	2
SCI	6.0	Quantitative Research Methods (144629) Pavić, D.	L1	60 (30+0+30)	2
SCI	3.0	Student's Internship (269863) Cajner Mraović, I.	L0	30 (0+0+30)	2
	ECTS	SOC-dipl (4421): Elective courses, 2nd semester => Izborni kolegiji u ljetnom semestru (ZN i NAST-smjer)	Eng. Lev.	Study Hours	Sem.
SCI	5.0	Critical Thinking in Sociology (132300) Matić, R.	L0	45 (30+15+0)	2
SCI	3.0	Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft (214003) Gehrmann, Z.	L0	30 (30+0+0)	2
SCI	4.0	Prejudice and Discrimination Prevention (255071) Matić, R.	L1	45 (15+30+0)	2
SCI	4.0	Sociology of Social Control and Police (159978) Cajner Mraović, I.	L0	30 (15+15+0)	2
SCI	3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	L0	30 (15+15+0)	2
SCI	4.0	The Violence of Children and Minors (202473) Cajner Mraović, I.	L0	30 (15+15+0)	2
	ECTS	SOC-dipl(16535): Elective courses 2nd semester (Scientific stream) => Obavezna izborna radna grupa u 2. semestru	Eng. Lev.	Study Hours	Sem.
SCI	4.0	Deviance at the Workplace (269857) Cajner Mraović, I.	L3	30 (15+15+0)	2
SCI	5.0	Sociology of Human Resources Management (269856) Matić, R.	L0	45 (15+15+15)	2
	ECTS	DIPL(18149): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
SCI	2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
SCI	3.0	Methods of Teaching Croatian Language (188546) Piskač, D.	L1	30 (30+0+0)	2
SCI	3.0	Methods of Teaching History (53907) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
SCI	3.0	Methods of Teaching Sociology (53909) Dadić, K.	L1	30 (30+0+0)	2
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SOC	3.0	Geopolitics and Global Security (205153) Sršen, A.	L2	30 (15+15+0)	3
SOC	6.0	Multivariate Statistical Methods (286089) Pavić, D.	L1	75 (30+45+0)	3

	ECTS	SOC-dipl (4420): Elective courses, 1st semester => Izborni kolegiji u zimskom semestru (ZN-smjer)	Eng. Lev.	Study Hours	Sem.
SCI	3.0	Childhood Pedagogy (226199) Dadić, K.	L0	30 (30+0+0)	1, 3
SCI	5.0	Criminology of Bullying (148529) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3
SCI	3.0	Parenting pedagogy (213981) Dadić, K.	L0	30 (15+15+0)	1, 3
SCI	3.0	Sociology of Domestic Violence (214087) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3
SCI	4.0	Sociology of Drug Abuse (57201) Dubreta, N.	L1	30 (15+15+0)	1, 3
SCI	4.0	The Holocaust (285544) Matić, R.; Perković, I.	L1	45 (30+15+0)	1, 3
SCI	3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	L0	30 (15+15+0)	1, 3
	ECTS	SOC-dipl (16536): Elective courses 3rd semester (Scientific stream) => Obavezna izborna radna grupa u 3. semestru	Eng. Lev.	Study Hours	Sem.
SCI	3.0	Corporate Social Responsibility (285545) Cajner Mraović, I.	L1	30 (15+0+15)	3
SCI	3.0	Digital Sociology (227716) Brezovec, E.	L3	30 (15+15+0)	3
	ECTS	DIPL(19020): Elective Teaching Stream => DIPL(19020): Izborni (NASTAVNIČKI MODUL)	Eng. Lev.	Study Hours	Sem.
SCI	3.0	Practical Exercises in the Methodology of Teaching [Croatian Language] (239806) Piskač, D.	L1	45 (0+15+30)	3
SCI	5.0	Practical Exercises in the Methodology of Teaching [History] (144736) Bušljeta Kardum, R.	L1	45 (0+15+30)	3
SCI	5.0	Practical Exercises in the Methodology of Teaching [Sociology] (144741) Dadić, K.	L1	45 (0+15+30)	3
4th semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SOC	20.0	Graduate work (64818)	L1	0 (0+0+0)	4
SCI	3.0	Sociology of Social Changes (211170) Brezovec, E.	L2	30 (30+0+0)	4
SCI	4.0	Sociology of the Croatian Diaspora (205183) Perić Kaselj, M.	L1	30 (15+15+0)	4

Philosophy - Teaching Stream (60 ECTS)

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

1st semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PHI	3.0	Bioethics (201425) Greguric, I.	L0	30 (15+15+0)	1
PHI	4.0	Contemporary philosophy (214821) Skansi, S.	L3	60 (30+30+0)	1
PHI	3.0	Political philosophy (201514) Skansi, S.	L3	30 (30+0+0)	1
	ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u 1.semestru	Eng. Lev.	Study Hours	Sem.
PHI	4.0	Developmental Psychology (200551) Brajković, L.	L1	45 (30+15+0)	1
PHI	4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1
PHI	4.0	Pedagogy (144706) Dadić, K.	L0	45 (30+15+0)	1
	ECTS	FIL- dipl17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
PHI	3.0	Philosophy of Game and Sports (187914) Škerbić, M.	L3	30 (15+15+0)	1, 2, 3, 4
PHI	3.0	Philosophy of Myth and Religion (187904) Džinić, I.	L1	30 (15+15+0)	1, 2, 3, 4
2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PHI	3.0	Methods of Teaching Philosophy, Logic and Ethics (214635) Škerbić, M.	L0	30 (30+0+0)	2
PHI	3.0	Philosophy of Education (61957) Škerbić, M.	L1	30 (15+15+0)	2
	ECTS	EDU (17148): Educational module => Nastavnički modul - Obvezni kolegiji u 2.semestru	Eng. Lev.	Study Hours	Sem.
PHI	2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
	ECTS	FIL- dipl17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
PHI	5.0	Artificial intelligence and Natural Language Understanding (269284) Skansi, S.	L3	30 (15+15+0)	1, 2, 3, 4
PHI	3.0	Philosophy of communication (201678) Greguric, I.	L0	30 (15+15+0)	1, 2, 3, 4

ECTS	FIL- DIPL (17983) -Eastern Philosophies and Cultures => FIL- (17983)- Indijska filozofija /Arapska filozofija	Eng. Lev.	Study Hours	Sem.
PHI 3.0	Indian Philosophy (213958) Andrijanić, I.	L0	30 (30+0+0)	2, 4
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PHI 3.0	Croatian Philosophical Heritage in the European Context (214813) Metesi Deronjić, Ž.	L0	30 (30+0+0)	3
PHI 4.0	Philosophical methodology (201535) Škerbić, M.	L0	45 (30+15+0)	3
PHI 5.0	Practical Exercises in the Methodology of Teaching [Philosophy] (144734) Ninčević, M.	L1	45 (0+15+30)	3
ECTS	FIL- dipl17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
PHI 3.0	Philosophy of Game and Sports (187914) Škerbić, M.	L3	30 (15+15+0)	1, 2, 3, 4
PHI 3.0	Philosophy of Myth and Religion (187904) Džinić, I.	L1	30 (15+15+0)	1, 2, 3, 4
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PHI 6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Dadić, K.	L0	45 (0+15+30)	4
PHI 10.0	Master thesis (214814)	L0	90 (0+90+0)	4
ECTS	FIL- dipl17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
PHI 5.0	Artificial intelligence and Natural Language Understanding (269284) Skansi, S.	L3	30 (15+15+0)	1, 2, 3, 4
PHI 3.0	Philosophy of communication (201678) Greguric, I.	L0	30 (15+15+0)	1, 2, 3, 4
ECTS	FIL- DIPL (17983) -Eastern Philosophies and Cultures => FIL- (17983)- Indijska filozofija /Arapska filozofija	Eng. Lev.	Study Hours	Sem.
PHI 3.0	Indian Philosophy (213958) Andrijanić, I.	L0	30 (30+0+0)	2, 4

Croatian Latinity (60 ECTS)

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

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
 5.0	Latin Paleography and Epigraphy (86899) Krešić Nacevski, L.	L0	60 (30+15+15)	1
 5.0	Overview of Latinity in the Age of Humanism and the Renaissance (118518) Jerković, M.	L1	30 (30+0+0)	1
ECTS	LAT (17064) - Elective courses => Izborni kolegiji na dvopredmetnom diplomskom studiju hrvatskog latiniteta	Eng. Lev.	Study Hours	Sem.
 3.0	Croatian Latinists in the Literary Republic (200539) Matasović, M.	L2	30 (15+15+0)	1, 2, 3, 4
 4.0	The Croatian Humanist Epic (86902) Matasović, M.	L2	30 (0+30+0)	1, 2, 3, 4
ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u 1.semestru	Eng. Lev.	Study Hours	Sem.
 4.0	Developmental Psychology (200551) Brajković, L.	L1	45 (30+15+0)	1
 4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1
 4.0	Pedagogy (144706) Dadić, K.	L0	45 (30+15+0)	1
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
 5.0	Croatian Latinity Genres (200535) Demo, Š.	L0	60 (30+30+0)	2
 3.0	Methods of Teaching Latin (201407) Demo, Š.	L1	30 (30+0+0)	2
 5.0	Overview of Latinity in the Post-Renaissance Period (118519) Jerković, M.	L1	30 (30+0+0)	2
ECTS	Elective courses => Izborni predmeti na diplomskom studiju Hrvatskog latiniteta	Eng. Lev.	Study Hours	Sem.
 5.0	Elementary Greek II (130285) Matasović, M.	L2	30 (0+15+15)	1, 2, 3, 4
 4.0	History of Croatian Books and Libraries (286130) Krešić Nacevski, L.	L0	30 (15+15+0)	1, 2, 3, 4
 3.0	Latin language in the history of Croatian education (200540)	L1	30 (15+15+0)	1, 2, 3, 4

	ECTS	EDU (17148): Educational module => Nastavnički modul - Obvezni kolegiji u 2.semestru	Eng. Lev.	Study Hours	Sem.
CRO	2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO	3.0	Cultural History and Latinity: The Middle and Early Modern Ages (200546) Krešić Nacevski, L.	L0	30 (30+0+0)	3
CRO	3.0	Elementary Greek (200545) Krešić Nacevski, L.	L1	30 (15+0+15)	3
CRO	3.0	Overview of Medieval Latinity (200544) Jerković, M.	L1	30 (30+0+0)	3
CRO	5.0	Practical Exercises in the Methodology of Teaching [Latin Language and Literature] (144744) Demo, Š.	L1	45 (0+15+30)	3
	ECTS	LAT (17064) - Elective courses => Izborni kolegiji na dvopredmetnom diplomskom studiju hrvatskog latinитета	Eng. Lev.	Study Hours	Sem.
CRO	3.0	Croatian Latinists in the Literary Republic (200539) Matasović, M.	L2	30 (15+15+0)	1, 2, 3, 4
CRO	4.0	The Croatian Humanist Epic (86902) Matasović, M.	L2	30 (0+30+0)	1, 2, 3, 4
4th semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO	6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Dadić, K.	L0	45 (0+15+30)	4
CRO	10.0	Master thesis (215173)	L0	90 (0+90+0)	4
CRO	3.0	Oral Latin (200547) Demo, Š.	L0	30 (0+15+15)	4
	ECTS	LAT (17064) - Elective courses => Izborni kolegiji na dvopredmetnom diplomskom studiju hrvatskog latinитета	Eng. Lev.	Study Hours	Sem.
CRO	5.0	Elementary Greek II (130285) Matasović, M.	L2	30 (0+15+15)	1, 2, 3, 4
CRO	4.0	History of Croatian Books and Libraries (286130) Krešić Nacevski, L.	L0	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Latin language in the history of Croatian education (200540)	L1	30 (15+15+0)	1, 2, 3, 4

Croatology- Teaching Stream (60ECTS)

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

1st semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO	3.0	Croatian Linguistic Prescription (201776) Grčević, M.	L1	30 (15+15+0)	1
CRO	4.0	The Speech Culture (188010) Vrban Zrinski, K.	L1	45 (30+15+0)	1
	ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u 1.semestru	Eng. Lev.	Study Hours	Sem.
CRO	4.0	Developmental Psychology (200551) Brajković, L.	L1	45 (30+15+0)	1
CRO	4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1
CRO	4.0	Pedagogy (144706) Dadić, K.	L0	45 (30+15+0)	1
	ECTS	KRO-dipl (17275): Elective courses => KRO-dipl (17275): Izborni kolegiji	Eng. Lev.	Study Hours	Sem.
CRO	3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	L0	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Childhood Pedagogy (226199) Dadić, K.	L0	30 (30+0+0)	1, 2, 3, 4
CRO	3.0	Croatian Children's Literature (201791) Zima, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Croatian Language Policy (226960) Grčević, M.	L0	30 (30+0+0)	1, 2, 3, 4
CRO	3.0	Croatian Writers of European Reference (201770) Brozović, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa (213980) Gehrmann, Z.	L0	30 (30+0+0)	1, 2, 3, 4
CRO	3.0	Introduction to Publishing (270276) Zima, D.	L0	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Methodology of Literary Interpretation (286087) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Parenting pedagogy (213981) Dadić, K.	L0	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Philosophy and Culture: Croatia in the European Context (201781) Metesi Deronjić, Ž.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	L0	30 (15+15+0)	1, 2, 3, 4

2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO	4.0	Culture of Croats in the Diaspora (270280) Vulić Vranković, S.	L1	45 (15+30+0)	2
CRO	4.0	Heritage of Other Cultures in the Croatian Culture (270270) Zima, D.	L0	30 (15+15+0)	2
CRO	3.0	Methods of Teaching Croatian Language (188546) Piskač, D.	L1	30 (30+0+0)	2
CRO	3.0	Religious Elements of Croatian Culture (270279) Piskač, D.	L1	30 (15+15+0)	2
CRO	2.0	Teaching Grammar in Teaching Croatian Language (234436) Piskač, D.	L0	30 (15+0+15)	2
	ECTS	EDU (17148): Educational module => Nastavnički modul - Obvezni kolegiji u 2.semestru	Eng. Lev.	Study Hours	Sem.
CRO	2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
	ECTS	KRO-dipl (17275): Elective courses => KRO-dipl (17275): Izborni kolegiji	Eng. Lev.	Study Hours	Sem.
CRO	3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Croatian lexicography (201792) Franić, I.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Croatian Writers of European Reference (201770) Brozović, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Ivana Brlić-Mažuranić (201796) Zima, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Literary and Linguistic Heritage of Northwestern Croatia (270278) Kresnik, I.	L3	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Literary Theory in Teaching Croatian Language (286083) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Motivation in Teaching Croatian Language (188689) Brajković, L.	L0	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Pagan and Christian Themes in Croatian Literature (239801) Brozović, D.	L0	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	L0	30 (15+15+0)	1, 2, 3, 4
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO	3.0	Literary Stylistics (201804) Vrban Zrinski, K.	L1	30 (15+15+0)	3
CRO	3.0	Practical Exercises in the Methodology of Teaching [Croatian Language] (239806) Piskač, D.	L1	45 (0+15+30)	3
CRO	3.0	Word Formation in the Croatian Language (201805) Grčević, M.	L1	30 (15+15+0)	3

	ECTS	KRO-dipl (17275): Elective courses => KRO-dipl (17275): Izborni kolegiji	Eng. Lev.	Study Hours	Sem.
CRO	3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	L0	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Childhood Pedagogy (226199) Dadić, K.	L0	30 (30+0+0)	1, 2, 3, 4
CRO	3.0	Croatian Children's Literature (201791) Zima, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Croatian Language Policy (226960) Grčević, M.	L0	30 (30+0+0)	1, 2, 3, 4
CRO	3.0	Croatian Writers of European Reference (201770) Brozović, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa (213980) Gehrmann, Z.	L0	30 (30+0+0)	1, 2, 3, 4
CRO	3.0	Introduction to Publishing (270276) Zima, D.	L0	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Methodology of Literary Interpretation (286087) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Parenting pedagogy (213981) Dadić, K.	L0	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Philosophy and Culture: Croatia in the European Context (201781) Metesi Deronjić, Ž.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	L0	30 (15+15+0)	1, 2, 3, 4
4th semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO	6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Dadić, K.	L0	45 (0+15+30)	4
CRO	4.0	Croatian Stage Art (188011) Vrbanić, K.	L1	45 (30+15+0)	4
CRO	10.0	Master thesis (215308)	L0	90 (0+90+0)	4
	ECTS	KRO-dipl (17275): Elective courses => KRO-dipl (17275): Izborni kolegiji	Eng. Lev.	Study Hours	Sem.
CRO	3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Croatian lexicography (201792) Franić, I.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Croatian Writers of European Reference (201770) Brozović, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Ivana Brlić-Mažuranić (201796) Zima, D.	L1	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Literary and Linguistic Heritage of Northwestern Croatia (270278) Kresnik, I.	L3	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Literary Theory in Teaching Croatian Language (286083) Piskač, D.	L1	30 (15+15+0)	1, 2, 3, 4

	ECTS	KRO-dipl (17275): Elective courses => KRO-dipl (17275): Izborni kolegiji	Eng. Lev.	Study Hours	Sem.
CRO	3.0	Motivation in Teaching Croatian Language (188689) Brajković, L.	L0	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Pagan and Christian Themes in Croatian Literature (239801) Brozović, D.	L0	30 (15+15+0)	1, 2, 3, 4
CRO	3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	L0	30 (15+15+0)	1, 2, 3, 4

History - Teaching Stream (120 ECTS)

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

1st semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
HIS	4.0	Croatian Cultural History (202690) Glazer, E.	L2	30 (30+0+0)	1
HIS	4.0	Economic History of Croatian Modern Society (202692) Vukelić, V.	L1	30 (30+0+0)	1
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
HIS	3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	L0	30 (15+15+0)	1, 2, 3, 4
HIS	3.0	Childhood Pedagogy (226199) Dadić, K.	L0	30 (30+0+0)	1, 2, 3, 4
HIS	3.0	Croatian Political History from 1990 to 1995 (270201) Beljo, M.	L0	30 (15+15+0)	1, 2, 3, 4
HIS	3.0	Historical Cartography of Croatian countries (270161) Smiljanić, V.	L0	30 (0+30+0)	1, 2, 3, 4
HIS	3.0	History of Military Border (202897) Milković, K.	L0	30 (0+30+0)	1, 2, 3, 4
HIS	4.0	History of private life --Croatia in the "long 19th century" (270165) Milković, K.	L0	30 (15+15+0)	1, 2, 3, 4
HIS	4.0	Local History (285824) Smiljanić, V.	L0	45 (0+30+15)	1, 2, 3, 4
HIS	3.0	Military-political relations in Bosnia and Herzegovina 1990-1995 (270208) Beljo, M.	L0	30 (15+15+0)	1, 2, 3, 4
HIS	3.0	Parenting pedagogy (213981) Dadić, K.	L0	30 (15+15+0)	1, 2, 3, 4
HIS	4.0	Popular culture and its influence on society during the second half of the 20th century (284991) Tomorad, M.	L0	30 (30+0+0)	1, 2, 3, 4
HIS	4.0	Social Development and Rise of Eastern Mediterranean Civilisations (86939) Glazer, E.	L2	30 (0+30+0)	1, 2, 3, 4
HIS	3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	L0	30 (15+15+0)	1, 2, 3, 4
	ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u 1.semestru	Eng. Lev.	Study Hours	Sem.
HIS	4.0	Developmental Psychology (200551) Brajković, L.	L1	45 (30+15+0)	1
HIS	4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1
HIS	4.0	Pedagogy (144706) Dadić, K.	L0	45 (30+15+0)	1

2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
HIS	4.0	Croatian Political History (202693) Jurković, D.	L1	30 (30+0+0)	2
HIS	3.0	Methods of Teaching History (53907) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
HIS	4.0	Social Changes in the Republic of Croatia in 20th Century (202475) Beljo, M.	L0	30 (30+0+0)	2
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
HIS	3.0	Archivistics for historians (202954) Smiljanić, V.	L1	30 (0+30+0)	1, 2, 3, 4
HIS	3.0	Croatian Spring: Intellectual and Political History (285735) Jurković, D.	L0	30 (0+30+0)	1, 2, 3, 4
HIS	3.0	Emperors, heretics and monks: shaping late antique and early medieval Christianity (284993) Tomorad, M.	L0	30 (0+30+0)	1, 2, 3, 4
HIS	4.0	Global Antiquity (285825) Glazer, E.	L3	30 (30+0+0)	1, 2, 3, 4
HIS	3.0	History and Archeology (202967) Glazer, E.	L2	30 (0+30+0)	1, 2, 3, 4
HIS	3.0	History in Motion: Field trip (285011) Vukelić, V.	L0	30 (0+0+30)	1, 2, 3, 4
HIS	5.0	History of Christianity in Croatia (270166) Smiljanić, V.	L1	30 (15+15+0)	1, 2, 3, 4
HIS	4.0	History of Croatian Books and Libraries (286130) Krešić Nacevski, L.	L0	30 (15+15+0)	1, 2, 3, 4
HIS	4.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (284992) Tomorad, M.	L0	30 (30+0+0)	1, 2, 3, 4
HIS	4.0	History of Palestine (284994) Glazer, E.	L2	30 (15+15+0)	1, 2, 3, 4
HIS	3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	L0	30 (15+15+0)	1, 2, 3, 4
HIS	3.0	Yugoslav security services from 1944. to 1992. (202915) Šumanović, V.	L1	30 (0+30+0)	1, 2, 3, 4
	ECTS	EDU (17148): Educational module => Nastavnički modul - Obvezni kolegiji u 2.semestru	Eng. Lev.	Study Hours	Sem.
HIS	2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
HIS	4.0	Croatian Military History and Homeland War (202851) Beljo, M.	L0	30 (30+0+0)	3
HIS	4.0	Democratic Changes in the Republic of Croatia (202702) Vukelić, V.; Šumanović, V.	L1	30 (15+15+0)	3
HIS	3.0	History of education (202850) Vukelić, V.; Beljo, M.	L0	30 (30+0+0)	3

3rd semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
HIS 5.0	Practical Exercises in the Methodology of Teaching [History] (144736) Bušljeta Kardum, R.	L1	45 (0+15+30)	3	
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.	
HIS 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	L0	30 (15+15+0)	1, 2, 3, 4	
HIS 3.0	Childhood Pedagogy (226199) Dadić, K.	L0	30 (30+0+0)	1, 2, 3, 4	
HIS 3.0	Croatian Political History from 1990 to 1995 (270201) Beljo, M.	L0	30 (15+15+0)	1, 2, 3, 4	
HIS 3.0	Historical Cartography of Croatian countries (270161) Smiljanić, V.	L0	30 (0+30+0)	1, 2, 3, 4	
HIS 3.0	History of Military Border (202897) Milković, K.	L0	30 (0+30+0)	1, 2, 3, 4	
HIS 4.0	History of private life --Croatia in the "long 19th century" (270165) Milković, K.	L0	30 (15+15+0)	1, 2, 3, 4	
HIS 4.0	Local History (285824) Smiljanić, V.	L0	45 (0+30+15)	1, 2, 3, 4	
HIS 3.0	Military-political relations in Bosnia and Herzegovina 1990-1995 (270208) Beljo, M.	L0	30 (15+15+0)	1, 2, 3, 4	
HIS 3.0	Parenting pedagogy (213981) Dadić, K.	L0	30 (15+15+0)	1, 2, 3, 4	
HIS 4.0	Popular culture and its influence on society during the second half of the 20th century (284991) Tomorad, M.	L0	30 (30+0+0)	1, 2, 3, 4	
HIS 4.0	Social Development and Rise of Eastern Mediterranean Civilisations (86939) Glazer, E.	L2	30 (0+30+0)	1, 2, 3, 4	
HIS 3.0	Therapeutic Pedagogy 1 (201466) Dadić, K.	L0	30 (15+15+0)	1, 2, 3, 4	
4th semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
HIS 6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Dadić, K.	L0	45 (0+15+30)	4	
HIS 10.0	Master thesis (214702)	L0	90 (0+90+0)	4	
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.	
HIS 3.0	Archivistics for historians (202954) Smiljanić, V.	L1	30 (0+30+0)	1, 2, 3, 4	
HIS 3.0	Croatian Spring: Intellectual and Political History (285735) Jurković, D.	L0	30 (0+30+0)	1, 2, 3, 4	

	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
HIS	3.0	Emperors, heretics and monks:shaping late antique and early medieval Christianity (284993) Tomorad, M.	L0	30 (0+30+0)	1, 2, 3, 4
HIS	4.0	Global Antiquity (285825) Glazer, E.	L3	30 (30+0+0)	1, 2, 3, 4
HIS	3.0	History and Archeology (202967) Glazer, E.	L2	30 (0+30+0)	1, 2, 3, 4
HIS	3.0	History in Motion: Field trip (285011) Vukelić, V.	L0	30 (0+0+30)	1, 2, 3, 4
HIS	5.0	History of Christianity in Croatia (270166) Smiljanić, V.	L1	30 (15+15+0)	1, 2, 3, 4
HIS	4.0	History of Croatian Books and Libraries (286130) Krešić Nacevski, L.	L0	30 (15+15+0)	1, 2, 3, 4
HIS	4.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (284992) Tomorad, M.	L0	30 (30+0+0)	1, 2, 3, 4
HIS	4.0	History of Palestine (284994) Glazer, E.	L2	30 (15+15+0)	1, 2, 3, 4
HIS	3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	L0	30 (15+15+0)	1, 2, 3, 4
HIS	3.0	Yugoslav security services from 1944. to 1992. (202915) Šumanović, V.	L1	30 (0+30+0)	1, 2, 3, 4

Sociology - Teaching stream (60 ECTS)

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

1st semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
	4.0	Contemporary social theory (211167) Brezovec, E.	L0	45 (30+15+0)	1
	2.0	Data processing (211168) Pavić, D.	L0	30 (0+0+30)	1
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.
	3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	L0	30 (15+15+0)	1, 2, 3, 4
	3.0	Corporate Social Responsibility (285545) Cajner Mraović, I.	L1	30 (15+0+15)	1, 2, 3, 4
	3.0	European Union Institutions (285546) Sršen, A.	L2	30 (0+0+30)	1, 2, 3, 4
	3.0	Geopolitics and Global Security (205153) Sršen, A.	L2	30 (15+15+0)	1, 2, 3, 4
	5.0	Phenomenological Sociology (269958) Brezovec, E.; Watson, S.	L3	30 (15+15+0)	1, 2, 3, 4
	5.0	Risk Society (269955) Van Loon, J.	L3	45 (30+15+0)	1, 2, 3, 4
	3.0	Sociology of Migration and Ethnicity (214085) Marinović Golubić, M.	L1	30 (15+15+0)	1, 2, 3, 4
	4.0	The Holocaust (285544) Matić, R.; Perković, I.	L1	45 (30+15+0)	1, 2, 3, 4
	ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u 1.semestru	Eng. Lev.	Study Hours	Sem.
	4.0	Developmental Psychology (200551) Brajković, L.	L1	45 (30+15+0)	1
	4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	1
	4.0	Pedagogy (144706) Dadić, K.	L0	45 (30+15+0)	1
2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
	3.0	Demographic Resources and Potentials (211169) Komušanac, M.	L0	30 (15+15+0)	2
	3.0	Methods of Teaching Sociology (53909) Dadić, K.	L1	30 (30+0+0)	2
	3.0	Quantitative research methods (285542) Pavić, D.	L0	45 (30+0+15)	2
	3.0	Sociology of Social Changes (211170) Brezovec, E.	L2	30 (30+0+0)	2

2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SOC	3.0	Student's Internship (269863) Cajner Mraović, I.	L0	30 (0+0+30)	2
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.
SOC	5.0	Critical Thinking in Sociology (132300) Matić, R.	L0	45 (30+15+0)	1, 2, 3, 4
SOC	3.0	Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft (214003) Gehrmann, Z.	L0	30 (30+0+0)	1, 2, 3, 4
SOC	5.0	Sociology of Human Resources Management (269856) Matić, R.	L0	45 (15+15+15)	1, 2, 3, 4
SOC	4.0	Sociology of the Croatian Diaspora (205183) Perić Kaselj, M.	L1	30 (15+15+0)	1, 2, 3, 4
SOC	4.0	The Violence of Children and Minors (202473) Cajner Mraović, I.	L0	30 (15+15+0)	1, 2, 3, 4
	ECTS	EDU (17148): Educational module => Nastavnički modul - Obvezni kolegiji u 2.semestru	Eng. Lev.	Study Hours	Sem.
SOC	2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SOC	5.0	Practical Exercises in the Methodology of Teaching [Sociology] (144741) Dadić, K.	L1	45 (0+15+30)	3
SOC	3.0	Qualitative research methods (285804) Marinović Golubić, M.	L1	45 (30+0+15)	3
SOC	3.0	Sociology of Education (211173) Dadić, K.	L0	30 (30+0+0)	3
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.
SOC	3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	L0	30 (15+15+0)	1, 2, 3, 4
SOC	3.0	Corporate Social Responsibility (285545) Cajner Mraović, I.	L1	30 (15+0+15)	1, 2, 3, 4
SOC	3.0	European Union Institutions (285546) Sršen, A.	L2	30 (0+0+30)	1, 2, 3, 4
SOC	3.0	Geopolitics and Global Security (205153) Sršen, A.	L2	30 (15+15+0)	1, 2, 3, 4
SOC	5.0	Phenomenological Sociology (269958) Brezovec, E.; Watson, S.	L3	30 (15+15+0)	1, 2, 3, 4
SOC	5.0	Risk Society (269955) Van Loon, J.	L3	45 (30+15+0)	1, 2, 3, 4
SOC	3.0	Sociology of Migration and Ethnicity (214085) Marinović Golubić, M.	L1	30 (15+15+0)	1, 2, 3, 4
SOC	4.0	The Holocaust (285544) Matić, R.; Perkov, I.	L1	45 (30+15+0)	1, 2, 3, 4

4th semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
SOC 6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Dadić, K.	L0	45 (0+15+30)	4	
SOC 10.0	Graduate work (211192)	L0	60 (0+60+0)	4	
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.	
SOC 5.0	Critical Thinking in Sociology (132300) Matić, R.	L0	45 (30+15+0)	1, 2, 3, 4	
SOC 3.0	Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft (214003) Gehrmann, Z.	L0	30 (30+0+0)	1, 2, 3, 4	
SOC 5.0	Sociology of Human Resources Management (269856) Matić, R.	L0	45 (15+15+15)	1, 2, 3, 4	
SOC 4.0	Sociology of the Croatian Diaspora (205183) Perić Kaselj, M.	L1	30 (15+15+0)	1, 2, 3, 4	
SOC 4.0	The Violence of Children and Minors (202473) Cajner Mraović, I.	L0	30 (15+15+0)	1, 2, 3, 4	

Courses

Active Learning Strategies

214637



Lecturer



izv. prof. dr. sc.
Rona Bušljeta
Kardum

Course Description

The objective of the course is to foster students' critical reflection on educational strategies that inform the conceptualization, planning, and design of the teaching process in alignment with contemporary scientific insights into educational theory and practice.

Learning Outcomes

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

1. Define key concepts, including cognitivist approaches to learning, active learning, student-centred instruction, and teaching strategies.
2. Differentiate among theories that explain the learning process.
3. Differentiate among theoretical perspectives that explain the process of learning.
4. Evaluate the advantages and limitations of specific teaching strategies for active learning.
5. Define the objectives and learning outcomes with respect to the process of active learning.
6. Compare the integration of active learning strategies within educational practices in Croatia, Europe, and globally.
7. Apply approaches that promote students' active knowledge construction.

Study Programme Learning Outcomes

Croatian Latinity

Generic competencies

think in an interdisciplinary manner and respect diverse scientific methodologies and views on specific issues

Dual-major studies

Communication Studies

Develop competences in professional and interdisciplinary teamwork

Croatology

History

Present complex scientific and non-scientific content in written and oral form

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours
15
15

Grading

Students are required to prepare and submit a seminar paper incorporating a selected active learning strategy in order to be eligible to sit the written examination.

History

Present complex scientific and non-scientific content in written and oral form

Sociology

Understand the social mechanisms of interaction

General Competencies

Upon completion of the course and fulfillment of its requirements, the student will be able to

Define key concepts, including cognitivist approaches to learning, active learning, student-centred instruction, and teaching strategies.

Differentiate among theories that explain the learning process.

Identify teaching strategies that foster active learning and the active construction of knowledge by students.

Evaluate the strengths and weaknesses of specific teaching strategies for active learning.

Define the objectives and learning outcomes in relation to the process of active learning.

Compare approaches to integrating active learning strategies within educational practices in Croatia, Europe, and globally.

Apply methods that promote the active construction of students' knowledge.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Pismeni ispit [EN]

¹
ECTS Seminarski rad [EN]

³
ECTS

Week by Week Schedule

1. Presentation of the course objectives and learning outcomes; modes of instruction; students' rights and responsibilities; required and recommended readings.
2. Defining the key concepts of the course: cognitivist approaches to learning, active learning, student-centred instruction, active knowledge construction, teaching strategies, and methods for active learning.
3. Differentiating among major theoretical perspectives on the learning process (behaviourist, socio-cognitivist, and cognitivist approaches).
4. The concept of student-centred instruction as a paradigm shift in teaching and learning.
5. Teacher competencies for the twenty-first century.
6. Teaching strategies as a foundation for active learning.
7. Selecting teaching strategies that effectively promote active learning.
8. Teaching methods, forms, and resources as constructs of active learning.
9. Illustrative examples of active learning methods (e.g., mind mapping, the cube technique, think-pair-share, reciprocal teaching, etc.).
10. Formulating learning objectives and outcomes in relation to active knowledge construction.
11. Curricular content and the active construction of students' knowledge.
12. Collaborative learning.
13. Problem-based and project-based learning.
14. Inquiry-based learning.
15. Assessment of student engagement – assessment for learning and assessment as learning.

Literature



Eric Jensen (2003).
Super-nastava, Educa



Robert J. Marzano,
Debra Pickering, Jane E.
Pollock (2006).
Nastavne strategije,
Educa



Milan Matijević, Diana
Radovanović, Janko
Muršak (2011). *Nastava
usmjerena na učenika*,
Školska knjiga

Similar Courses

» -, Oxford

Arabian Philosophy

213957

Course Description

Learning Outcomes

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

1. Identify the most important authors of Arabic philosophy.
2. Analyze teachings and reflections on specific topics and selected texts from Arabic philosophy.
3. Analyze and compare Arabic and scholastic philosophical texts and the issues in them in the context of their cultures.
4. Evaluate the general value of Greek philosophy in the medium of another language, Arabic.
5. Reconstruct and evaluate important theses and arguments in thematic discussions.
6. Show students the influence of Arab and Jewish philosophy on medieval European philosophy and its importance for understanding the scientific culture of the West and European identity.

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Formulate different arguments, possible contradictions and construct counterexamples

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Explain the specifics of contemporary philosophical disciplines and their development

Encourage the development of professional and scientific excellence and integrity and determine the need for lifelong learning and professional development

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Pismeni ispit [EN]

1
ECTS Usmeni ispit [EN]

3
ECTS

Week by Week Schedule

1. How philosophy spoke Arabic
2. Reception of Greek philosophy by Arab philosophers

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

10% participation in classes; 50% thematic work based on selected texts; 40% final oral work.



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3. The relationship between philosophy and religion in the Islamic (Arab) world
4. Faith and Reason: Ibn Rushd Averroes, Book of Judgmental Discussion (analysis of selected texts)
5. The film "Destiny" (Al-Massir) about Averroes and thematic analysis of the film
6. Virtue ethics, love and friendship
7. Philosophy of happiness - therapy of the soul
8. Natural philosophy and psychology
9. The status and subject of the study of metaphysics
10. God and metaphysics: Avicenna, Metaphysics I, ch. 1.-3.
11. Evidence for the existence of God: Avicenna, Averroes, Maimonides and Thomas Aquinas
12. The eternity of the world
13. Angels (separate beings/substances): Maimonides, Guide for those who are two
14. Political philosophy in Arabic philosophy
15. Reception and influence of Arabic philosophy in the West: Herman Dalmatin, Albert the Great, Thomas Aquinas and Ivan Duns the Scot

Literature



Daniel Bučan (2013). *Uvod u arapsku filozofiju*, Filozofski fakultet Sveučilišta u Splitu



Daniel Bučan (2009). *Kako je filozofija govorila arapski*, Demetra



Anto Gavrić (2014). *"Poimanje sreće u arapskih filozofa" u Religije i Sreća [Mijo Nikić; Kata Lamešić (ur.)]*, FTI



Averroës (1988). *Nesuvislost nesuvislosti*, Naprijed



Kerim Sušić (2018). *Odnos teologije i metafizike u Al-Farabijevoj filozofiji*, Znakovi vremena 21



Moses Maimonides (2008). *Vodič za one što dvoje*, Demetra

Archivistics for historians

202954



Lecturer



doc. dr. sc.
Vlatko Smiljanić

ECTS Credits 3.0

English Level L1

E-learning Level L1 (10%)

Study Hours 30

Teaching Assistants
dr. sc. Nikolina Šimetin
Šegvić
dr. sc. Jure Trutanić

Grading

The rating will be based on:
Active participation in teaching
Performing additional tasks (writing essays, papers, etc.)
Written exam

Course Description

The aim of the course is to acquire theoretical and practical knowledge of archives and archival material in general in order to acquire the knowledge required for the research work of historians when searching for new historical sources. In this way the student will be introduced to the way archives function, how they are organized, learn how historical sources are made and their path from origin to the status of historical archives.

The aim of the course is also to provide the student with theoretical and practical knowledge on how to access the source he found in the archive, how to make his analysis (internal and external characteristics of the document, stamps and seals, letter, transcription, etc.) and how to present it in written scientific form.

Learning Outcomes

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

1. Explain the types of archives, how they are organized, how they are created and what they serve
2. Reproduce a historical research plan for the work of searching for new historical sources within any archive
3. Classify archives catalogs and inventories
4. Reproduce internal and external analysis and transcription of historical sources, especially when it comes to manuscripts
5. Use archival material appropriately
6. Differentiate the analysis of documents of recent times from the analysis of medieval sources

Study Programme Learning Outcomes

Dual-major studies

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

History

History

Critically judge and evaluate personal historical understandings and attitudes

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and

problems

Apply traditional historical terminology and nomenclature

Conduct scientific research in the field of historical sciences and write historical papers in a clear and organized manner

Learning Outcomes - Intellectual (Cognitive) Skills

Students will critically read historical sources.

Learning Outcomes - Practical and Generic Skills

Students will be able to independently research archival institutions and review archival materials.

Connection of Learning Outcomes and Grading

Students will be trained in archival research structured into a scientific text.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Pismeni ispit [EN]

¹
ECTS Seminarski rad [EN]

3
ECTS

Week by Week Schedule

1. 1. Introductory Lecture - what this course is about
2. 2. What is archivism, archives and what are archival records? What are historical sources, archival documents ..? (Definition of terms) The nature of archival records.
3. 3. The life of archival records.
4. 4. Formatting and types of documents. Preparation and production of documents.
5. 5. Diplomatika. Internal and external analysis of documents. Transcription.
6. 6. Diplomatika. Internal and external analysis of documents. Transcription - continued.
7. 7. Organization of archival records / documents
8. 8. Fieldwork
9. 9. Keeping archival records
10. 10. Writing (recording) archival records
11. 10. Writing (recording) archival records
12. 12. Physical protection of archives
13. 13. Use of modern technologies
14. 14. Creating a recordkeeping system.
15. 15. Concluding remarks: what have we learned

Literature



Jozo Ivanović (2010).
Priručnik iz arhivistike



Luciana Duranti (2000).
Arhivski zapisi



Franjo Šanjek (2005).
*Latinska paleografija i
diplomatika*

Additional Literature



Charles M. Dollar
(1999). *Arhivistika i
informacijske
tehnologije*



Cesare Paoli (2001).
Diplomatica

Artificial intelligence and Natural Language Understanding

269284

Lecturer



izv. prof. dr. sc.
Sandro Skansi

ECTS Credits	5.0

English Level L3

E-learning Level L3

Study Hours

15
15

Grading

Usmeni ispit

Course Description

The goal of the course is to familiarize the student with deep learning techniques for understanding and creating natural language. The course consists of a recapitulation of logistic regression, artificial neural networks, recurrent neural networks, LSTM networks, autoencoders and transformers. The student will learn to implement all these architectures in HuggingFace, over selected data sets, as well as learn to work with the OpenAI functional interface.

Learning Outcomes

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

1. Apply LSTM networks for Croatian language processing and text generation. Understand how supervised machine learning systems are used as unsupervised machine learning systems in processing sequential data (text, voice, recording)
2. Apply autoencoders for data preprocessing and transformation
3. Analyze transformers and their application to natural language processing and the creation of dialog systems, as well as to generate image descriptions.
4. None
5. None
6. None
7. None
8. None

Study Programme Learning Outcomes

Dual-major studies

Design of didactic content: planning, performing and evaluation of teaching

Philosophy

Explain and evaluate different theoretical, methodological and practical concepts

Apply adequate methodological frameworks in scientific and professional work

Conduct simpler scientific research independently and under guidance

Screening of student's work

5	Usmeni ispit [EN]
ECTS	
5	
ECTS	

Week by Week Schedule

1. Introduction to deep learning and problems in natural language understanding and generation
2. Multilayer neural networks
3. Autoencoders
4. Word2vec
5. Recurrent networks and LSTM
6. Attention in Neural Networks
7. Selfattention, autoregressive and autoencoding models
8. Transformers, BERT, GPT-1
9. GPT-2, ChatGPT and T5
10. OpenAI API
11. Vector Search
12. Cognitive aspects of LLMs
13. Application areas
14. Natural language understanding and generation
15. Final discussion

Literature



Sandro Skansi (2018).
Introduction to Deep Learning, Springer



S. Blackburn (2010).
Oxford Dictionary of Philosophy, OUP

Similar Courses

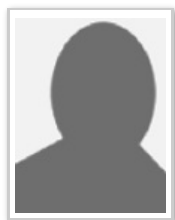
- » Natural language processing, Oxford

Bibliotherapy in the Literature Class

172612



Lecturer



prof. dr. sc.
Davor Piskač

ECTS Credits 3.0

English Level L1

E-learning Level L1 (5%)

Study Hours
15
15

Course Description

Goals

1. Education from bibliotherapy as an educational method
2. Acquire the skills of noticing the causal-consequent processes between the thinking, emotions and actions of characters and / or actants in the literary work
3. Recognizing the way of thinking of characters and / or actants in a literary work
4. Identifying the emotions of characters and / or actants motivated by thinking
5. Understanding and defining the behavior of characters and / or actants motivated by emotions.
6. Recognizing and selecting relevant information
7. Developing insights into the subject matter
8. Encourage discussion
9. Communicating new values and attitudes
10. Creating awareness of similar emotional patterns of characters in literature
11. Recognizing a realistic and alternative solution with regard to the issue.

The theory of applied bibliotherapy suggests that quality literature gives a unique contribution to the perception of emotional-emotional relations, especially when interpreted by an educated biblioterapist.

Learning Outcomes

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

1. Describe the mindset of the characters
2. Describe ways in which thinking motivates the emotions of characters
3. Describe events that are motivated by the emotions of the characters
4. Argue and generalize the contribution of characters in fictional life presented in a literary work
5. Identify similar patterns of thought-emotion-action in the real world and life

Study Programme Learning Outcomes

Croatian Latinity

Generic competencies

apply different methods to explain, comment and interpret all literary scientific works written in Latin or Croatian language
critically evaluate diverse descriptive and prescriptive beliefs and points of view on human nature and place in the world

Dual-major studies

Croatology

Croatology

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Esej [EN]

³
ECTS

Forms of Teaching

- » Predavanja
- » Seminar

Week by Week Schedule

1. Introduction to bibliotherapy
 - a. What is bibliotherapy
 - b. History of bibliotherapy
2. Bibliotherapy in the context of system theory
 - a. Introduction
 - b. Literature as a medium between psychic and social systems
3. Bibliotherapy in the context of psychoanalytic criticism
 - a. Freud's psychoanalysis and language
 - b. Psychology of Ego (Ego Psychology)
 - c. Jung's archetypal criticism
 - d. Jacques Lacan and French psychoanalysis
 - e. Revolution of the Poetical Language of Julia Kristeva
4. The aesthetic and cultural functions of literature
 - a. Aesthetic functions of literature
 - b. Aesthetic norm and aesthetic value

5. Out of esthetic functions of literature
6. Literature as a reflection of life: the fictional and the factual world of literature.
7. What are the emotions and how the literature reflects them:
 - a. The factual emotional life of people
 - b. The fictional emotional life of characters and actresses.
8. Understanding the basic psychodynamic processes within a literary work:
 - a. psychodynamic processes
 - b. psychodynamic processes in literature (emotions in characters and actants).
9. Bibliotherapy Interpretation:
 - a. Cognitive interpretation of literary text
 - b. Affective interpretation of literary text
10. MED model (thought-emotion-event):
 - a. The way of thinking as a motivator of emotion
 - b. Emotions as a motivator of events
 - c. Event as a motivator of thinking.
11. Preparation for MED model application
 - a. Understanding and interpreting the contents of a literary work
 - b. Understanding and Interpreting the Events
 - c. Characterization
12. Practical application of the MED model in literary interpretation
 - a. Observing the process: thought, emotion, action (MED model)
 - b. Evaluating the outcome of the action of a person or actress
 - c. proposing an alternative end
 - d. Generalization (how alternative behavior depends on alternative thinking).
13. Application of bibliotherapy in poetry
14. Application of bibliotherapy in prose
15. Application of bibliotherapy in drama

Literature



Brownlow, Hawker
(1998) *Bibliotherapy
for Classroom Use*



Afolayan, J. A. (1992)
*Documentary
perspective of
bibliotherapy in
education.*

Similar Courses

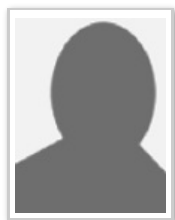
- » Bibliotherapy: Therapy through Literature, Oxford

Bioethics

201425



Lecturer



izv. prof. dr. sc.
Ivana Greguric

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	15
	15

Grading

The final grade is a combination of grades from seminar work, oral examination and assessment of the quality of participation during the classes.

Course Description

Through the Collegium Bioethics students will analyse and evaluate the characteristics of scientific and technological progress within the social environment and the reasons for bioethics to be oriented in key dilemmas of bioethical challenges-from ethical aspects of use and abuse of power and authority, analysis of the deontological and utilitarian approach of certain bioethical cases of improvement and misuse of the human body and mind in technical and biomedical research.

Learning Outcomes

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

1. Analyze and assess the characteristics of scientific and technological progress within the social environment and the reasons for the emergence of bioethics
2. Define and describe the fundamental concepts, persons, authors and works essential for the development of bioethics
3. Explain the fundamental circuits of bioethical problems and their social observations
4. Apply learned through the endeavour to protect life, nature or the environment
5. Define the key moral dilemmas and debates in contemporary bioethics
6. Apply principles of interdisciplinarity and pluri-perspectivism, and integrative thinking
7. Compare different philosophical and ethical teachings that influenced the creation and development of bioethics
8. Apply the techniques of argument analysis to critique the arguments of bioethicists and philosophers

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Create written and oral presentations of complex academic and

non-academic content

Explain and evaluate different theoretical, methodological and practical concepts

Encourage the development of professional and scientific excellence and integrity and determine the need for lifelong learning and professional development

Screening of student's work

ECTS ¹ Pohađanje nastave [EN]

ECTS ¹ Seminarski rad [EN]

ECTS ¹ Usmeni ispit [EN]

3
ECTS

Week by Week Schedule

1. Introduction. The historical and civilization context of the emergence of bioethics. The emergence and development of bioethics.
2. Philosophical ethics and bioethics. Determination of the basic position in bioethics: Antropo-, Pato-, bio-and eco-Centrizam.
3. Bioethics of Van Rensselaera Potter.
4. Fritz Jahr. The ethics of the responsibility of Hans Jonas.
5. Integrative Bioethics
6. Bioethics in Croatia
7. The moral status of animals and their rights and (Anti) speciesism.
8. Reformist and revolutionary ecology. Philosophy and ideology of sustainable development.
9. Genetically modified organisms. Clinical bioethics and informed consent. Genetic technology and eugenics.
10. Medical Bioethics (assisted insemination, abortion, organ transplantation). Decisions at the end of life: Distanasia, euthanasia and palliative care.
11. Bioethics and Ecology. Ecology and anti-ecology.
12. Ecological Crisis Philosophy (Vittorio Hösle)
13. Pluriperspectivism
14. Bioethics today and tomorrow.
15. Concluding lecture.

Literature



M. Aramini (2009).
Uvod u bioetiku,
Kršćanska sadašnjost



A. Čović (2004). *Etika i bioetika*, Pergamena

Similar Courses

» Bioethics, Oxford

Chapters and Monasteries: Centres of Medieval Civilisation

202860

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.

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

Study Programme Learning Outcomes

Croatian Latinity

Generic competencies

conceptually clearly present diverse information and positions.
and critically evaluate the credibility of claims. assumptions and arguments presented through various media
coordinate discussions and provide explanatory comments on a number of issues of social. cultural and political nature
cooperate successfully with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues
follow and adequately reproduce written and oral presentations of complex academic and non-academic topics
identify and interpret the intrinsic interdisciplinary nature of historical research by linking the specific segments of historical research with the corresponding segments of other social sciences and humanities
promote and defend fundamental ideas and principles on which contemporary democratic societies are based

Specific competencies

in written and oral form present complex academic and non-academic topics in a clear and innovative manner

Dual-major studies

Croatian Latinity

Conceptually clearly present different information and

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30
Grading	40% essay; 40% research; 20% oral exam

viewpoints and critically assess the credibility of claims, assumptions and arguments mediated through various media
 Coordinate discussions and provide comments on a range of issues of a social, cultural or political nature
 Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content
 Recognize and interpret the interdisciplinary nature of historical research, connecting its individual segments with corresponding segments of other humanities and social sciences
 Promote and defend the fundamental ideas and principles on which modern democratic societies rest
 Cooperate with different individuals and groups in discussions and finding answers to various theoretical and practical questions
 Clearly and innovatively present complex academic and non-academic contents in written and oral form

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
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



Anđić, Mladen *Splitski i Zadarski kaptol kao «vjerodostojna 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 katedrala, 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.*



Koszta, 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 pontificium, 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.*

Similar Courses

» Medieval Church and Culture, Oxford

Childhood Pedagogy

226199

Lecturer



izv. prof. dr. sc.
Katarina Dadić

Course Description

The aim of this course is to train students for a critical discussion of childhood in relation to the concepts of culture and globalization from a domestic, international and comparative perspective, bearing in mind the perspective of the child himself. The course is aimed at familiarizing students with contemporary phenomena that characterize childhood (globalization, consumer environment, local culture, technology, media, migration, etc.) and focuses on the concept of childhood, which is approached from different perspectives (history of childhood, sociology of childhood, among with a significant emphasis on the pedagogical discourse) with the aim of developing a critical attitude towards different theoretical and social perspectives, as well as constructions of childhood.

Learning Outcomes

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

1. Define basic terms (childhood, pedagogy, culture) within the educational sciences
2. Describe and interpret the most important ideas, trends and periods in childhood development
3. Explain the place and role of childhood within educational sciences
4. Analyze theoretical discourses in relation to childhood and establish similarities, but also differences between them
5. Present the results of recent theoretical research in the field of sociology of childhood, history of childhood and pedagogy of childhood
6. Illustrate the acquired theoretical knowledge with examples from children's lives, taking into account the child's perspective
7. Interpret the functioning of the interdisciplinary concept of childhood, as well as strategies for its quality development within the framework of various social events and cultures

Study Programme Learning Outcomes

Croatian Latinity

Dual-major studies

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

ECTS Credits	3.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

The work of students in this course is monitored and evaluated continuously with colloquial monitoring. During the semester, students take 2 colloquiums and write one essay. Students also take a written exam that checks and evaluates their complete knowledge based on the mandatory literature offered. The final grade consists of all graded elements (colloquium (0.5)+essay (0.5 +0.5 ECTS)+written exam (1 ECTS)).

History

Present complex scientific and non-scientific content in written and oral form

History

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Sociology

Evaluate social impact of social changes in society
Interpret certain social processes using knowledge of sociological theories

Screening of student's work

0.5
ECTS Pohadanje nastave [EN]

1 ECTS Esej [EN]

0.5
ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

3 ECTS

Week by Week Schedule

1. Introduction to the course (acquaintance with the concept and content of the course; presentation of the intended way of working and examination literature, as well as details on assessment)
2. Who is the child? What is childhood?
3. History of childhood
4. Idea, practice and culture of childhood
5. Childhood in the framework of social theory
6. Childhood pedagogy
7. Perspectives on childhood research
8. Local and global in relation to childhood
9. Globalization and childhood
10. Transition, post-transition and childhood
11. Childhood, culture and cultural stereotypes
12. Childhood and homeland
13. Childhood in a consumer environment
14. Migration and childhood
15. Concluding considerations (evaluation of coursework, final considerations, conclusions and discussion of personal childhood)

Literature

Aitken, S. (2013). *Global childhoods: Globalization, development and young people*, Routledge



Bašić, S. (2011). *Slika djeteta u pedagogiji djetinjstva*, Filozofski fakultet Sveučilišta u Zagrebu

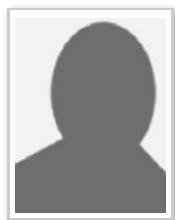


Corsaro, W. A. (1997).
*The sociology of
childhood*, Pine Forge
Press

Clinical Psychodiagnostics

130561

Lecturer



izv. prof. dr. sc.
Lovorka
Brajković

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.

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

Study Programme Learning Outcomes

Psychology

Argue the similarities, differences and usability of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences

Choose models of psychological assessment and counseling in work with individuals, groups and organizations

Create professional and scientific reports based on empirical data using scientific literature and choose appropriate methods of data processing and reporting on the results of research and professional work

Support cooperation in interdisciplinary team work and create constructive professional relationships with experts of collaborating disciplines

Assess one's own oral and written professional communication skills and create complex communications and interdisciplinary cooperation in different professional environments

Assess the compliance of psychological practice with prescribed ethical principles of psychological activity in various areas of

ECTS Credits	4.0

English Level L1

E-learning Level L1

Study Hours

Teaching Assistant
Katarina Jelić, mag. psych.

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

theoretical and applied psychology

Determine the neural and other biological mechanisms of specific psychological processes and behaviors, their developmental changes, protective and risk factors, and choose appropriate procedures for their examination and measurement

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.

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]

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

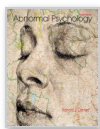
1. Introduction to the course; The importance of classification, the existing classification systems
2. Models of abnormality
3. Clinical symptoms and clinical assessment of anxiety disorders
4. Disorders of Trauma and Stress
5. Clinical symptoms and clinical assessment of depressive disorder and bipolar disorder; Suicide
6. Clinical symptoms and clinical assessment of dissociative and somatic disorders
7. Clinical symptoms and clinical assessment of personality disorder
8. Clinical symptoms and clinical assessment of schizophrenia and other psychotic disorders
9. Clinical symptoms and clinical assessment of impulse disorders and eating disorders
10. Clinical interview tailored to clinical symptoms

11. Assessment of patients mental status
12. Psychological instruments: assessment of cognitive abilities,
13. Psychological instruments: objective and projective personality tests,
14. Psychological instruments: neuropsychological tests
15. Integration of clinical assessment data and writing or psychological report

Literature



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



Comer, R.J. (2015). *Abnormal Psychology*, Worth Publishers; 9 edition



Galić, S. (2009). *Nuropsihologijska procjena*, Naklada Slap, Jastrebarsko

Additional Literature



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

Similar Courses

» Abnormal psychology and mental health, Oxford

Clinical Psychology Reports/Clinical Report Writing

286523

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.

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

Study Programme Learning Outcomes

Psychology

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.

Forms of Teaching

- » Seminar
 - » Seminars will be held once a week for two hours, accompanied by numerous practical examples and clinical case scenarios
- » Vježbe u praktikumu
 - » Students will have the opportunity to talk to the patients

ECTS Credits	3.0

English Level L1

E-learning Level L1

Study Hours 30

Grading

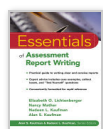
Attendance - exercises, active participation, individual writing task - finding. Final score is derived from data on exercise attendance and accomplishment of particular tasks - students need to write five independent findings graded with any of the passing grades. A large part of practical training takes place at worksites - at University Hospital Centre Zagreb (Department of Psychological Medicine and Department of Psychiatry)

at the Clinics, to conduct an interview, to get the test results and to independently produce the clinical report

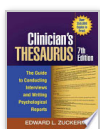
Week by Week Schedule

1. Clinical report as the ultimate outcome of quantitative and qualitative analysis of the results of the clinical evaluation.
2. Formal structure of clinical written report.
3. Content of a clinical written report.
4. Basic elements of clinical written report.
5. Specifics of a clinical written report according to its goal and purpose of the clinical assessment.
6. Specifics of case study presentation.
7. Case study presentation - examples.
8. Specificity of children's and adolescences' psychological assessment and report writing
9. Specificity of writing report depending on the experts it is intended for.
10. Neuropsychological assessment and writing report.
11. Written report of psychological assessment - examples.
12. Written report of psychological assessment - a case study presentation and writing report - exercise.
13. Neuropsychological report writing - a case study presentation and writing report - 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

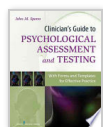


Lichtenberger, E.O., Mather, N., Kaufman, N.L., Kaufman, A.S. (2004). *Essentials of Assessment Report Writing*, Wiley and Sons, Inc.



Zukerman, E.L. (2010). *Clinician's thesaurus: the guide to conducting interviews and writing psychological reports*, The Guilford Press

Additional Literature



Spores, J.M. (2013). *Clinician's guide to psychological assessment and testing : with forms and templates for effective practice*, Springer Publishing Company, LLC

Similar Courses

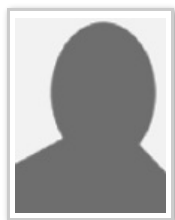
- » Advanced Psychological Assessment and Reporting, Oxford

Cognitive Psychology

57110



Lecturer



doc. dr. sc.
Vanja Kopilaš

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

Teaching Assistant
Dora Korać, mag. psych.

Grading

Two partial written tests - up to 80% of the course grade (2x40%); group presentation (with discussion) - up to 20% of the course grade

Course Description

The aim of this course is to introduce students with the fundamental paradigm of cognitive psychology, the information-processing paradigm, and related approaches that empirically model human cognition and mind (including possible advantages and limitations).

The course seeks to build upon knowledge of specific cognitive subsystems covered at the undergraduate level of psychology studies (attention, working and long-term memory, intelligence), while also systematically introducing cognitive processes and structures not previously addressed (knowledge structures, mental representations, problem solving, decision making, inductive and deductive reasoning, artificial intelligence- AI). Each thematic unit will include a conceptual definition and an overview of the neural basis of the relevant cognitive subsystem or process, accompanied by a presentation of key theoretical models and recent empirical findings.

Through the preparation and oral presentation of seminar papers, as well as participation in small-group discussions, students will be encouraged to deepen their understanding of the application of cognitive psychology across other domains of psychological science.

Learning Outcomes

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

1. Describe and critically judge the basic paradigm of cognitive psychology and its basic approaches and methods
2. Distinguish and organize neural basis of cognitive processes and structures
3. Explain specific aspects and components of essential cognitive processes and structures
4. Compare basic features of specific cognitive processes and structures and by using this comparison to successfully distinguish them
5. Classify and combine empirical findings for specific theoretical model of the observed cognitive structure/process, and by using this evaluate the model
6. Arrange occurrence of the same cognitive constructs and structures in different cognitive processes and thereby construct logical and integrated presentation of mind in the frames of information processing paradigm
7. Identify the importance of cognitive psychology in other fields of psychology and related disciplines

8. Argue on controversial, but also conventional phenomena of cognitive psychology
9. Evaluate scientific research and proofs in the domain of cognitive phenomena

Study Programme Learning Outcomes

Psychology

Integrate the knowledge of the fundamental psychological processes and characteristics (perception, memory, learning, motivation, emotions, personality, and social behaviour

Critically evaluate professional and scientific literature from psychology and related disciplines and create new scientific knowledge

Determine the neural and other biological mechanisms of specific psychological processes and behaviors, their developmental changes, protective and risk factors, and choose appropriate procedures for their examination and measurement

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.

Screening of student's work

3
ECTS Kolokviji [EN]

1
ECTS Seminarski rad [EN]

4
ECTS

Forms of Teaching

- » Predavanja
 - » Two hours per Week
- » Seminar
 - » One hour per week

Week by Week Schedule

1. Introductory lecture: Course syllabus

2. Definition and historical development of cognitive psychology. 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: Components and characteristics of language. 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: 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. Additional areas of cognitive psychology: Cognitive approaches to creativity
14. Feedback and course evaluation
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). Hove: Psychology Press

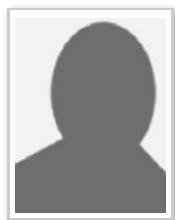
Similar Courses

- » Kognitivna psihologija, Sveučilište u Rijeci, Filozofski fakultet, Nije definirano

Concepts and Theories of Media Effects

187977

Lecturer



doc. dr. sc.
Vanesa Varga

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours
15
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

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.

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 society.
7. Identify and explain concepts like media agenda, spiral of silence, frame.
8. Use the key scientific terminology in the theory of media effect.

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Define and describe the disciplines of contemporary communication studies, the history of their development and central problems, and use professional terminology in different areas of communication studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Coordinate discussions and provide explanatory comments on a

number of issues primarily of a communication nature, but also of a social, cultural or political nature

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize the needs and readiness for lifelong professional development

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Develop oral and written communication skills

Develop competences in professional and interdisciplinary teamwork

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

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.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Kolokviji [EN]

¹
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, Zgrabljíć)
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.



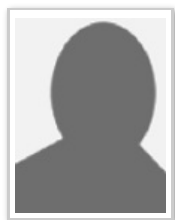
McQuail, D *Mass Communication Theory. An Introduction*, str. 325-372., 1994

Contemporary International Migration

239762



Lecturer



doc. dr. sc.
Monika Balija

ECTS Credits	2.0
English Level	L0
E-learning Level	L1
Study Hours	15
	15

Course Description

The aim of the course is to develop knowledge about the demographic conditioning of overall development, along with the ability to analyze the issue in question, to demonstrate and prove its importance for Croatia by understanding the emigrant potential, and to shed light on the population-based development concept with fundamental approaches from social, humanistic and interdisciplinary scientific fields.

Learning Outcomes

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

1. Explain basic theoretical approaches and concepts within the framework of contemporary international migration trends
2. Develop understanding of new approaches to international migration research
3. Define the causes/motives and consequences of contemporary international migrations in the area of reception and origin of migrants
4. Develop understanding of the spatial and temporal dynamics and specifics of international migration flows at the world and European level
5. State the flows, causes and consequences of large migrations to Europe
6. Explain the characteristics of external migration of the Republic of Croatia and the causes and consequences of contemporary migration movements of the population of the Republic of Croatia
7. Define the features of external migration of Bosnia and Herzegovina and the emigration of Croats from Bosnia and Herzegovina
8. Develop in students the skill of presentation and presentation in front of colleagues and the public, and the skill of participating in discussions

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Carry out analytical and scientific procedures of forecasting and modeling the future

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant

potential and the overall development of Croatia

Develop a scientifically independent opinion on demographic and emigrant issues

Develop a critical attitude towards statistical data and literature relevant to research on the population and Croatian emigration

Interpret data on Croatian and global population and emigration

Dual-major studies

Screening of student's work

0 ECTS Pohadanje nastave [EN]

0.5
ECTS Kolokviji [EN]

0.5
ECTS Pismeni ispit [EN]

0.5
ECTS Istraživanje [EN]

0.5
ECTS Seminarski rad [EN]

2 ECTS

Week by Week Schedule

1. Introductory lecture; introducing students to the structure, content and goals of the course, organization of classes, course evaluation and obligations
2. International migration - definition, typology, basic terms and new approaches to researching the phenomenon of international migration
3. Basic migration theories; motives and consequences of contemporary international migration movements
4. World migration flows - historical overview
5. World migration flows - contemporary period
6. European migration flows - historical overview
7. European migration flows - contemporary period
8. Eurointegration processes and international migration (freedom of movement of people/labour force, labor market liberalization and spatial inequality within the European Union)
9. Great migrations towards Europe.
10. External migration of the Republic of Croatia in the 21st century - characteristics, causes and consequences
11. External migration of Bosnia and Herzegovina - emigration of Croats from Bosnia and Herzegovina
12. Labor migration (global and European trends, critical review of the Republic of Croatia)
13. Migration and immigration policies in the world, Europe and the Republic of Croatia
14. Developmental and security aspects of international migration
15. Final assessment and evaluation.

Literature



Balijs, Monika (2019). *Iseljavanje iz Hrvatske – razvojno i/ili sigurnosno pitanje?*, Podravina 18(35)



Mesić, M. (2002). *Međunarodne migracije: tokovi i teorije*, Filozofski fakultet



Mikac, R. i Dragović, F. (2017). *Masovne migracije: izazovi, posljedice i put naprijed*, Forum za sigurnosne studije



Šterc, S. & Brekalo, M. (2017). *Imigracija stanovništva – utopijska (sigurnosna) varijanta demografske revitalizacije Europe*, Filozofski fakultet Sveučilišta u Mostaru



Vukorepa, I. (2018). *Migracije i pravo na rad u Europskoj uniji*, Zbornik Pravnog fakulteta u Zagrebu 68(1)

Contemporary philosophy

214821

Lecturer



izv. prof. dr. sc.
Sandro Skansi

ECTS Credits 4.0

English Level L3

E-learning Level L3

Study Hours

30

30

Grading
Students will attend an oral exam

Course Description

Learning Outcomes

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

1. Analyze the influence of philosophy on contemporary events in the world.
2. Analyze the appearance of Nazism and its philosophical underpinnings
3. Analyze the philosophical foundations of contemporary scientific theories and concepts.
4. Analyze and compare different philosophical theories based on their geographical and cultural origin.
5. Analyze r
6. Analyze r
7. Analyze r

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Formulate different arguments, possible contradictions and construct counterexamples

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Create written and oral presentations of complex academic and non-academic content

Explain the specifics of contemporary philosophical disciplines and their development

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

³
ECTS Usmeni ispit [EN]

⁴
ECTS

Week by Week Schedule

1. Introduction
2. 2. Evolution: Lamarckism and Darwinism. Theological aspects. Discussion: abortion.
3. 3. Marxism and libertarianism: Karl Marx, Milton Keynes, John Rawls, Friedrich Hayek, Hans Hermann Hoppe. Discussion: Equality or freedom?
4. 4. Physics in the twentieth century: theory of relativity, quantum mechanics, chaos theory. Discussion: is experiment the foundation of science?
5. 5. Beginnings of psychology: Sigmund Freud, Carl Gustav Jung. Discussion: Kant and personality types.
6. 6. The beginnings of analytical philosophy: Gottlob Frege, Bertrand Russell, Rudolph Carnap, the Vienna Circle. Discussion: The role of logic and is the current king of France bald?
7. 7. Philosophy of ordinary language: Ludwig Wittgenstein, Gilbert Ryle, John Austin, Harry Frankfurt. Discussion: Is fake news the new form of untruth?
8. 8. Analytical philosophy: W. V. Quine, John Searle, Saul Kripke. Discussion: Is analytic philosophy fulfilling
9. 9. Artificial intelligence: W. McCulloch, W. Pitts, Dartmouth, Yehoshua Bar Hillel, Marvin Minsky, Seymour Papert, Christopher Lunget-Higgins, Geoffrey Hinton, cognitive science. Discussion: Is artificial intelligence possible?
10. 10. Cybernetics: Norbert Wiener, Ross Ashby, Aleksey Lyapunov, Ernst Kolman, Aksel Berg. Discussion: how much social and geopolitical impact can philosophical arguments and theories have?
11. 11. Contemporary German philosophy: Ernst Cassirer, Martin Heidegger, Hannah Arendt, Hans Georg Gadamer. Discussion: the nature of Nazism.
12. 12. Pragmatism as an indigenous American philosophy: Charles Sanders Peirce, William James, John Dewey. Discussion: what is the task of aesthetics? Define beauty or a work of art?
13. 13. Deconstruction and contemporary French philosophy: Jacques Derrida, Michel Foucault, Jean Paul Sartre. Discussion: mental illness and the legal system.
14. 14. Contemporary Soviet and Russian philosophy: Aleksandr Zinoviev, Georgy Shchedrovitsky, Aleksandr Dugin. Discussion: What is the impact of Dugin's theories on the geopolitics of the Russian Federation?
15. 15. Contemporary Croatian philosophy: Albert Bazala, Milan Kangrga, Bulcsu Laszlo, Praxis, integrative bioethics. Discussion: Is mathematics a natural science?

Literature



Simon Blackburn
(2010). *Oxford
Dictionary of
Philosophy*, OUP



Ivana Greguric, Sandro
Scansi (2025).
*Suvremena filozofija:
Između politike i
tehnologije*, Skripta

Similar Courses

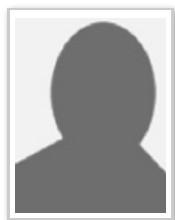
» Contemporary Philosophy, Oxford

Contemporary social theory

211167



Lecturer



doc. dr. sc.
Erik Brezovec

ECTS Credits	4.0
English Level	L0
E-learning Level	L1
Study Hours	30
	15

Course Description

Contemporary sociological tradition and approaches to the society have their foundation in the attempts of resolving and explaining the dichotomy between modernity and tradition. Social processes of the new age (20st. and 21.st) are carrying the new challenges for explaining the society and social. According to that, the main goals of this course are as follow; introducing and analyze relevant theoretical concepts that explains the post-war (world war II) social state.

Learning Outcomes

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

1. Differentiate concept of modernity and postmodernity
2. Analyze postmodernity as a term
3. Use theoretical concepts in the analysis and interpretation of the contemporary phenomena
4. Explain the basic premises of the contemporary sociological theories
5. Explain the different approaches to modernity in sociology

Study Programme Learning Outcomes

Dual-major studies

Sociology

- Analyze the social effects of certain globalization processes
- Evaluate social impact of social changes in society
- Discuss about current geopolitical issues
- Describe the elements of social dynamics
- Recognize the elements of cultural/collective memory
- Recognize the generators of conflicts in contemporary society
- Apply knowledge of sociological theories in managing conflict situations
- Interpret certain social processes using knowledge of sociological theories
- Understand the social mechanisms of interaction
- Compare different theoretical traditions in sociology

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

2 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

0.5
ECTS Usmeni ispit [EN]

4 ECTS

Week by Week Schedule

1. 1. Introductory lecture
2. 2. Traditionality, modernity and postmodernity
3. 3. Postmodern theories of society: Jean-Francois Lyotard
4. 4. Postmodern theories of society: Michel Foucault
5. 5. Postmodern theories of society: Jean Baudrillard
6. 6. Criticism of postmodernism and new directions of modernity theories
7. 7. The first colloquium
8. 8. Ulrich Beck's second modernity – risk society
9. 9. Anthony Giddens and the theory of late modernity
10. 10. Anthony Giddens and the theory of late modernity
11. 11. Liquid modernity by Zygmunt Bauman
12. 12. Shmuel Eisenstadt's Multiple Modernity
13. 13. Accelerating society – new approaches to modernity by Hartmut Rose
14. 14. Bruno Latour – We have never been modern
15. 15. Second colloquium

Literature



Žažar, K. *Modernost i klasična sociologija: Ambivalentnost klasične sociološke teorije.*, Revija za sociologiju, 39 (3),



George Ritzer, Ognjen Čaldarević (1997). *Suvremena sociologijska teorija*



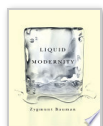
Nicos Mouzelis (2003). *Sociological Theory: What went Wrong?*, Routledge



Ulrich Beck (2015). *Rizično društvo*



Jürgen Habermas, Jürgen Habermas (1991). *The Structural Transformation of the Public Sphere*, MIT Press



Zygmunt Bauman (2013). *Liquid Modernity*, John Wiley & Sons

Similar Courses

» -, Oxford

Contemporary Sociological Theories

53911

Lecturer



doc. dr. sc.
Erik Brezovec

ECTS Credits	6.0

English Level L2

E-learning Level L1

Study Hours

30

30

Grading

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

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.

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.

Study Programme Learning Outcomes

Sociology

Analyze the social effects of certain globalization processes

Evaluate social impact of social changes in society

Implement an appropriate method to research social phenomena

Explain the role of sociology in society

Describe the elements of social dynamics

- Recognize the generators of conflicts in contemporary society
- Recognize the elements of cultural/collective memory
- Apply knowledge of sociological theories in managing conflict situations
- Interpret certain social processes using knowledge of sociological theories
- Discuss about current geopolitical issues
- Understand the social mechanisms of interaction
- Compare different theoretical traditions in sociology

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.

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 Frankfurtskoj školi, 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.)

Similar Courses

» ---, Oxford

Corporate Communications

125909

Lecturer



Zdeslav Milas,
v. pred. mr. sc.

Course Description

The aim of the Corporate Communications course is to build student understanding of the basic goals and forms of corporate communication in enterprises, to familiarise them with the specific features of corporate media relations, internal communication, public affairs, and investor relations. Attention is also paid to access to strategic communication with key corporate stakeholders. Finally, students will be able to compile a communication plan for a specific campaign.

Learning Outcomes

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

1. Compare different corporate communication models
2. Identify goals and instruments of public affairs
3. Apply communication instruments in investor relations.
4. Choose goals and instruments in internal communication
5. Identify strategic communications problems of a enterprise
6. Design a corporate communication plan

Study Programme Learning Outcomes

Communication Studies

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.

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours

15
15

Teaching Assistant
Vladimir Preselj, pred.

Grading
50% project, 50% colloquium / exam.

Screening of student's work

1
ECTS Pohađanje nastave [EN]

2
ECTS Kolokviji [EN]

1
ECTS Projekt [EN]

4
ECTS

Week by Week Schedule

1. Corporate Communications: concept, definition, meaning
2. Theory of corporate communications. Business environment and relations with stakeholders.
3. Public affairs and lobbying of large companies
4. Internal communication functions. Internal communication processes
5. Investor Relations
6. Corporate communications in sectors. An example of the Croatian dairy industry (field trip in company).
7. The organization of Corporate Communications. External advisers and PR agencies (field trip in a PR agency)
8. Corporate media relations
9. Communication strategy 1
10. Communication strategy 2
11. Communication strategy 3
12. Communication strategy 4
13. Communication strategy 5
14. Evaluation of Communication strategy
15. Colloquium

Literature



Milas, Zdeslav (2011). *Uvod u korporativnu komunikaciju. Teorijski pristupi i organizacijski modeli*, Zagreb: Novelti Millenium.



Jugo, Damir (2012). *Strategije odnosa s javnošću*, Zagreb: Profil Knjiga

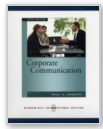
Additional Literature



Tomić, Zoran (2016). *Odnosi s javnošću. Teorija i praksa*, Zagreb/Sarajevo: Synopsis



Cornelissen, Joep (2017). *Corporate Communication: A Guide to Theory and Practice*, London: Sage Publication s Ltd.



Argenti, Paul A. (2009).
*Corporate
Communication*, New
York: McGraw Hill



Riel, Cees B.M;
Fombrun, Charles J.
(2007). *Essentials of
Corporate
Communication.
Implementing practices
for effective reputation
management*, London &
New York: Routledge

Corporate Demography

269807



Lecturer



izv. prof. dr. sc.
Tado Jurić

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	15 30

Teaching Assistant
Dino Bečić, mag. geogr.

Grading
Regular attendance at
classes, active
participation in classes,
creation of two projects

Course Description

The course aims to acquaint students with the importance of demographic data in business and to present several examples in which the private sector uses the same data for marketing purposes, population profiling, and location analysis.

Learning Outcomes

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

1. Explain the theoretical assumptions and motivation for the emergence of geodemography
2. Analyze or conduct a cluster analysis with the aim of profiling the population in small areas using domestic and foreign public and commercial databases
3. Explain the importance of verifying the results of geodemographic classification
4. Describe and explain trends in data science and GIS in different types of industries
5. Explain location factors of different types of industries and service facilities
6. Analyze or carry out network and location analysis for the needs of locating stores

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Use statistical, quantitative, graphic and geographic software packages

Carry out analytical and scientific procedures of forecasting and modeling the future

Interpret data on Croatian and global population and emigration

Dual-major studies

Screening of student's work

1
ECTS Pohađanje nastave [EN]

2
ECTS Projekt [EN]

3
ECTS

Week by Week Schedule

1. Introductory lecture
2. Origin, evolution, and importance of discipline in the private and public sector
3. Meaning and examples of subject classifications
4. Cluster analysis methods I: data preparation and cluster analysis assumptions
5. Methods of cluster analysis II: implementation of analysis, interpretation, and presentation of results
6. Measurement uncertainty of data in geodemography and verification of geodemographic classifications
7. Basics of trade geography and trade development trends
8. Spatial expansion strategies of stores
9. The impact of e-commerce on the spatial development trends of business
10. Network data models: properties, preparation and use
11. Basics of network analysis: distance matrix, location, and allocation models
12. Spatial interaction models and modeling of gravity zones
13. Inductive and deductive approaches to store location selection
14. Multicriteria location analysis
15. Final lecture and synthesis

Literature

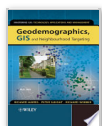


Mark Birkin, Graham Clarke, Martin P. Clarke (2002). *Retail Geography and Intelligent Network Planning*, John Wiley & Sons



Dr Michael J de Smith, Professor Michael F Goodchild, Professor Paul A Longley (2018). *Geospatial Analysis*, The Winchelsea Press

Additional Literature



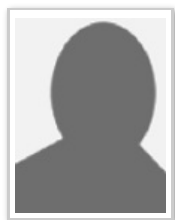
Richard Harris, Peter Sleight, Richard Webber (2005). *Geodemographics, GIS and Neighbourhood Targeting*, John Wiley & Sons

Corporate Social Responsibility

285545



Lecturer



prof. dr. sc.
Irena Cajner
Mraović

Course Description

The goal of the course is to introduce the basic sociological, theoretical and practical concepts of social aware action - through the encouragement, tracking and evaluation of the conceptualization and implementation of student social awareness projects.

Learning Outcomes

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

1. Use the social theory in the development of social aware project
2. Describe the phases of the social aware project
3. Explain the possibility of realization of project
4. Define the project plan
5. Explain the division of the work in project
6. Evaluate project impact

Study Programme Learning Outcomes

Dual-major studies

Sociology

- Describe the elements of social dynamics
- Recognize the generators of conflicts in contemporary society
- Apply knowledge of sociological theories in managing conflict situations
- Understand the social mechanisms of interaction

Sociology

- Describe the elements of social dynamics
- Recognize the generators of conflicts in contemporary society
- Apply knowledge of sociological theories in managing conflict situations
- Understand the social mechanisms of interaction

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching Assistant
dr. sc. Ana Marija Dunaj

Grading

Midterm evaluation of the development of the project
Inter-group evaluation of the project
Final lecturer/mentor evaluation of the final project

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Praktični rad [EN]

3
ECTS

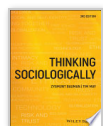
Forms of Teaching

- » Predavanja
 - » Frontal
- » Seminar
 - » Discussion

Week by Week Schedule

1. Introduction lecture
2. Introduction to the theoretical background of the social aware action
3. Introduction to the basic concepts of the social aware business
4. Introduction to the public sociology and social aware action of the intellectual
5. Introduction to the basis of the team work
6. Conceptualization of the project idea
7. Development of the project idea
8. Evaluation of the 1st phase of project
9. Inter-group evaluation of the project plan
10. Mentor evaluation of the 1st phase of the project
11. Development and planing of the project implementation
12. Implementation of the project
13. Mentoring and discussion of the project implementation phase
14. Group evaluation of projects
15. Lecturer evaluation of the project

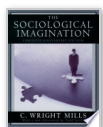
Literature



Tim May, Zygmunt Bauman (2019).
Thinking Sociologically,
Wiley-Blackwell



Bernard Burnes (2004).
Managing Change,
Pearson Education



C. Wright Mills (2000).
The Sociological Imagination, Oxford
University Press

Similar Courses

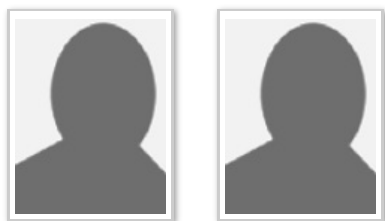
- » -, Oxford

Correlation Practicum in the Methodology of Teaching

201262



Lecturers



doc. dr. sc. izv. prof. dr. sc.
Marjan Ninčević Katarina Dadić

Course Description

The aim of the course is to practically equip students for hospice in primary and secondary schools to which they are obliged to go during the course of this course, with particular emphasis on the subject's correlation between the subjects.

Learning Outcomes

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

1. Evaluate the importance and necessity of correlative relationships across subjects.
2. Explain the principle that different teaching content requires a different methodological procedure both within its subject matter and with respect to individual subjects of the curriculum.
3. Practice correlation independently.
4. Write arrangements for the successful maintenance of correlation in teaching and learning.
5. Write a homeroom class Curriculum.
6. Prepare and practice quality parenting meetings
7. Judge the quality of the content and didactic-methodically prepared lessons.

Study Programme Learning Outcomes

Croatian Latinity

defend personal scientific insights and positions in concrete cases rationally and by providing valid arguments

Generic competencies

conceptually clearly present diverse information and positions. and critically evaluate the credibility of claims. assumptions and arguments presented through various media

cooperate successfully with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues

follow and adequately reproduce written and oral presentations of complex academic and non-academic topics

Dual-major studies

ECTS Credits	6.0
English Level	L0
E-learning Level	L1
Study Hours	15 30

Teaching Assistant
dr. sc. Martina Horvat

Grading

Students are evaluated for regular attendance and participation in discussions and analysis of classes (1 ECTS), Development of a Plan and program of the homeroom class and development of a Plan for one parent meeting (1 ECTS), Maintenance of two correlation lessons of 2x45 minutes (2 ECTS), and fulfillment of hospice obligations (2 ECTS credits).

Philosophy

Croatian Latinity

Croatology

Interpret and critically judge literary text

Critically relate to mastered content and argue your conclusions
in written and oral form

Describe and classify a word formation

Croatology

History

History

Psychology

Sociology

Recognize the elements of cultural/collective memory

Modify the explanations and basic terminology of sociological
tradition to target population

Apply knowledge of sociological theories in managing conflict
situations

Sociology

Recognize the elements of cultural/collective memory

Apply knowledge of sociological theories in managing conflict
situations

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Seminarski rad [EN]

²
ECTS Praktični rad [EN]

²
ECTS Ostalo 1. (upisati) [EN]

⁶
ECTS

Week by Week Schedule

1. Since this is a Correlation exercise in the subject teaching methodology, the lectures are kept to a minimum and refer only to the professor's brief instructions and comments and / or suggestions on the correlated teaching lessons on the subject, students' written lessons and the analysis of the hospitals held in schools.
2. Writing prepares and maintains two correlative teaching hours with topics of choice, but in accordance with the Curriculum of the chosen subject and the National Framework Curriculum. Namely, in this subject students of different study groups (history, philosophy, psychology, croatology, sociology, Latin language and literature...) are mixed with the aim of better and more successful realization of correlative lessons.

3. Students will be reminded of the importance of homeroom class lessons as a form of work that should aim to get to know students, their needs and problems, to get closer to students, and to provide a more complete educational work. Students are expected to create and present a Classroom Class Plan and Program
4. Students are expected to create and present a Homeroom Class Plan and Program
5. Elaborating the importance and necessity of family-school cooperation, or holding quality parenting meetings, with an emphasis on the need to encourage parents to be active participants rather than passive listeners when it comes to their children's upbringing and education.
6. Performing teaching praxis for students in primary or secondary schools (vocational and high schools). Teaching praxis is provided in such a way that the student is obliged to listen for 2 hours and to work 5 lessons.
7. Correlation exercises/practicum - maintaining correlation in teaching and learning process
8. Correlation exercises/practicum - maintaining correlation in teaching and learning process
9. Correlation exercises/practicum - maintaining correlation in teaching and learning process
10. Correlation exercises/practicum - maintaining correlation in teaching and learning process
11. Correlation exercises/practicum - maintaining correlation in teaching and learning process
12. Correlation exercises/practicum - maintaining correlation in teaching and learning process
13. Correlation exercises/practicum - maintaining correlation in teaching and learning process
14. Correlation exercises/practicum - maintaining correlation in teaching and learning process
15. Correlation exercises/practicum - maintaining correlation in teaching and learning process

Literature



Nastavni plan i program iz Hrvatskoga jezika za osnovnu i srednju školu



Ispitni katalog za državnu maturu



Katalog odobrenih udžbenika za sljedeću školsku godinu

Similar Courses

» Ne postoji, Oxford

Criminology of Bullying

148529

Lecturer



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.

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

Study Programme Learning Outcomes

Sociology

Analyze the social effects of certain globalization processes

Implement an appropriate method to research social phenomena

Apply qualitative and quantitative data processing programs

Apply knowledge of sociological theories in managing conflict situations

ECTS Credits	5.0

English Level L3

E-learning Level L1

Study Hours

15
15

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]

3
ECTS Kolokviji [EN]

1
ECTS Seminarski rad [EN]

5
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
2. Basic terms and concepts
3. Typologies of violence
4. The cycle of violence. Sociology and criminological imagination.
5. Socio-psychological approaches to violence. Socio-biological approaches to violence
6. Sociological theories of violence
7. Risk factors for violence.
8. The first test
9. Rape myths. The social context of rape. The integrated theory of rape.
10. Variation in Homicide Rates Across Eastern and Western Europe: Social Structure and Homicide.
11. Some Specific Risk Factors: Alcohol, Immigration, Firearms.
12. Femicide. Hate crime. Institutional violence.
13. Violent victimization.
14. The second test.
15. Final remarks

Literature



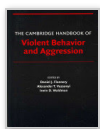
Singer, M., Kovčo Vukadin, I., Cajner Mraović, I. (2002). *Kriminologija*, Nakladni zavod Globus



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



Heitmeyer, W., Hagan, J. (Eds.) (2002). *International Handbook of Violence Research*, Kluwer Academic Publishers



Flannery, D.J., Vazsonyi, A.T., Waldman, I.D. (Eds.) (2007). *The Cambridge Handbook of Violent Behavior and Aggression*, Cambridge University Press



Liem, M.C.A., Pridemore, W.A. (Eds.) (2012). *Handbook of European Homicide Research: Patterns, Explanations, and Country Studies*, Springer

Additional Literature



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

Similar Courses

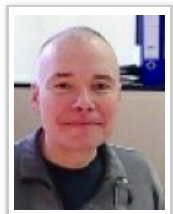
» Violence - A Multidisciplinary Inquiry, Oxford

Critical Thinking in Sociology

132300



Lecturer



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.

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

Study Programme Learning Outcomes

Dual-major studies

Sociology

Sociology

ECTS Credits	5.0
English Level	L0
E-learning Level	L1
Study Hours	30
	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.

Screening of student's work

1.5	Pohađanje nastave [EN]
ECTS	
1	Kolokviji [EN]
0.5	Pismeni ispit [EN]
ECTS	
0	Seminarski rad [EN]
1	Usmeni ispit [EN]
1	Praktični rad [EN]
5	ECTS

Forms of Teaching

- » Predavanja
 - » 30 hours
- » Seminar
 - » 15 hours

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 Catholic Missions

238017

Lecturer



izv. prof. dr. sc.
Wolffy Krašić

Course Description

The aim of the course is to acquaint students with the role of Catholic missions in preserving Croatian national and ethnic identity in emigration. The connection between confessional and national identity maintains the continuity of Croatian identity, which requires constant confirmation specific to a foreigner in a certain social framework in an uncertain and undefined space between two identity bases.

Learning Outcomes

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

1. Recognize the importance and significance of Croatian Catholic missions in emigration and their role in preserving the Croatian national identity among emigrants and their descendants.
2. Recognize the connection between confessional and national identity, which reflects the continuity of Croatian identity, especially in times when the homeland was ideologized and atheized society, and the national and national identity was threatened by the repressive state apparatus.
3. Explain the historical development of the Croatian foreign herd and its organizational structure.
4. Explain the purpose and methods of operation of the network of Croatian Catholic missions
5. Recognize the role of Croatian Catholic missions in preserving and building elements of Catholic and Croatian identity in the diaspora and transnational social spaces

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Build the personality of students through the definition of Croatian identity values within the framework of the overall Croatian population

Develop the ability to terminologically understand demographic and immigrant terms in students

Dual-major studies

ECTS Credits	2.0

English Level L0

E-learning Level L1

Study Hours

15

15

Grading

Attendance at 2/3 of the class and active participation in it
Writing and presentation of the seminar paper
Passing an oral exam on the subject matter

Screening of student's work

ECTS ¹ Seminarski rad [EN]

ECTS ¹ Usmeni ispit [EN]

ECTS ²

Week by Week Schedule

1. Introductory lecture (presentation of the course and definition of obligations, presentation of possible seminar topics)
Theoretical framework: clarification of terms from church law and organization)
2. General about Croatian emigration and the pastoral care of emigrants: the extent of emigration of Croats and church documents on the pastoral care of migrants (apostolic constitution *Exsul familia*, *motu proprio Pastoralis migratorum cura...*)
3. The beginnings of pastoral care for Croats in the diaspora
4. Croatian foreign shepherds in the United States of America
5. Croatian foreign shepherds in Oceania and Africa
6. Croatian foreign flock in Germany
7. Croatian foreign shepherds in Canada
8. Croatian foreign shepherds in Western Europe
9. Croatian foreign shepherd in South America
10. Croatian foreign shepherd in Sweden and Austria
11. Croatian foreign shepherd in Scandinavia and Slovenia
12. Organization of pastoral care for members of Croatian minority communities
13. Old and new media in Croatian foreign shepherd
14. Cooperation with others in preserving the Croatian national identity - the role of Croatian Catholic missions in preserving the Croatian language and culture in the diaspora
15. Croatian foreign shepherd and cooperation with the local Church: models of integration (assimilation, inclusion)
Meaning and perspective (new wave of emigration) of Croatian foreign shepherd and current work of the Directorate
Concluding discussion

Literature



Antun Škvorčević
(1993). *Crkveno učiteljstvo o migracijama*,
Bogoslovska smotra,
63



Ivan Rogić, Ivan Rogić
Nehajev, Ivan Čizmić
(2011). *Modernizacija u Hrvatskoj i hrvatska odselidba*



Vladimir Stanković
(1986). *Katolička Crkva i Hrvati izvan Domovine*,
Bogoslovska smotra 1-2

Additional Literature



Vladimir Stanković
(1980). *Katolička crkva
i Hrvati izvan domovine*



Josip Klarić (2003).
*Hrvatska dijaspora u
Crkvi i domovini*

Croatian Children's Literature

201791



Lecturer



prof. dr. sc.
Dubravka Zima

Course Description

Teach students competent and critical reading and understanding of children's literature.

Introduce students to the history of Croatian children's literature.

Learning Outcomes

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

1. Analyze the different categories of children's and non children's literary systems
2. Recognize strategies of production and meaning formation in the context of Croatian children's literature
3. Apply knowledge of basic concepts of children's literature theory in teaching Croatian children's literature in elementary school

Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Recognize, explain and single out the characteristics of children's literature

Croatology

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Seminarski rad [EN]

1
ECTS Usmeni ispit [EN]

3
ECTS

ECTS Credits 3.0

English Level L1

E-learning Level L2 (15%)

Study Hours
15
15

Grading

Regular attendance at classes. Independent reading of prescribed reading. Active teaching in the processing of prescribed reading. Independent production of colloquium essays. E-learning: short weekly assignments in an e-course.

Week by Week Schedule

1. Practical instructions for the study of children's literature.
Introduction to the study of children's literature. Concepts for children's literature and adolescent literature. An image of a child and an image of children's literature. Historical non / fixation of ideas.

Seminar: Interpretation of the image of a child in the canonical text of older Croatian children's literature. Example: Children's poetry of Krunoslav Kuten and Milka Pogačić (late 19th and early 20th centuries).

2. Children's literature as a literary system: connection with other literary and non-literary systems. Croatian children's literature field: publishing field, historical development of the publishing field, literary production, literary reception.

Seminar: Juraj Dijanić: Horvatzki decze priatel / Hižna knjižica (translated in 1796)

3. Croatian children's and adolescent literature as pedagogical activities? The production of meaning in the context of Croatian children's literature.

Seminar: Štefka Batinić: "Black Pedagogy" in Croatian children's magazines XIX. century. Example of Pobratim magazine (year 1891).

4. Croatian children's literature and stereotypes: monitoring of the communication system. The question of taboos in Croatian children's literature. Censorship or protection?

Seminar: Tito Bilopavlović: Peacock (1978). Jože Horvat: Waitapu (1984).

5. Croatian children's literature: A concise historical review. The concept of functional and non-functional books in the context of the history of Croatian children's literature. The older period of Croatian children's literature.

Seminar: Daniel Defoe: Robinson Crusoe (1719). Antun Vranić: The Younger Robinson (1796).

6. Croatian children's literature: A concise historical review. Recent period of Croatian children's literature and contemporary Croatian children's literature.

Seminar: Sanja Pilić: All the Best of Moms (1990). Anto Gardaš: Miron in a Pulpit (1999). Zoran Pongračić: Gumi-gumi (2001).

7. Types of children's literature: picture book. Pedagogical, psychological, psycho-analytical, narratological and semiotic approaches to the picture book.

Seminar: history of the Croatian picture book. Ivana Brlić-Mažuranić / Vladimir Kirin: Children's reading book on health (1927). Dušan Vukotić, Rudolf Borošak: The Cow on the Moon (1969). Svjetlan Junaković: The Great Book of Portraits (2007).

8. Types of children's literature: children's poetry.

Seminar: A canonical / anthological approach to Croatian children's poetry. Reading Croatian children's poetry (canonical authors).

9. Types of children's literature: a fairy tale. Authorship of a fairy tale. Extrinsic and intrinsic approaches to the fairy tale. Structural analysis of the fairy tale (Vladimir Propp). So called fairy tale biology and sociology (Max Lüthi). Philosophical analysis of a fairy tale (Andre Jolles). Psychoanalytic approach to a fairy tale (Bruno Bettelheim, Marie-Louise von Franz).

Seminar: Ivana Brlić-Mažuranić: Fisherman Palunko and his wife. (1916) Jagor. Toporko Lutonjica and nine mayors (1926). The story of Zorko Bistozorkom and happiness (1932).

10. Types of children's literature: a fantastic story. Animalistic. An introduction to fiction theory. Dieter Petzold: differentiating a fairy tale from a fantastic story. A brief introduction to children's literary animal science. Ana Batinić: In the realm of animals.

Seminar: Vladimir Nazor: White deer (1913). Božidar Prosenjak: The Wild horse (1989).

11. Types of children's literature: a children's novel. Adventure story / novel, novel / orphan story, novel / toddler / boyhood story. Adventure story theory. Berislav Majhut: Adventurer, orphan and children's company.

Seminar: Croatian children's novel until 1945. Ivana Brlić-Mažuranić: Čudnovate zgode šegrta Hlapića (1913). Mato Lovrak: The Train in the Snow (1933) or Družba Pere Kvržice (1933).

12. Types of children's literature: a children's novel. Continuation.

Seminar: Croatian children's novel of the second half of the 20th century. Ivan Kušan: Uzbuna na Zelenom vrhu (1956). Pavao Pavličić: Trojica u Trnju (1984) or Zlatko Krilić: Forbidden Doors (1985).

13. Types of children's literature: an allegorical story / narrative.

Seminar: Antoine de Saint-Exupery: The little prince (1943). Damir Miloš: The white clown (1988).

14. Types of children's literature: adolescent literature. Introduction to adolescent literature: structure, definition, ideas.

Seminar: Hrvoje Hitrec: Smogovci (1976). Sunčana Škrinjarić: Ulica predaka (1980). Nada Mihelčić: Bilješke jedne gimnazijalke (2005).

15. Concluding remarks and considerations. Evaluation of student work in the course. Student competency assessment.

Seminar: Analysis of e-learning results.

Literature



Hameršak, Marijana i Dubravka Zima (2015). *Uvod u dječju književnost*, Zagreb: Leykam international.



Batinić, Štefka i Berislav Majhut (2017). *Hrvatska slikovnica do 1945.*, Zagreb: HŠM, Učiteljski fakultet



Crnković, Milan i Dubravka Težak (2002). *Povijest hrvatske dječje književnosti I.*, Zagreb: Znanje

Similar Courses

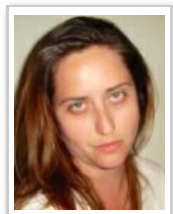
- » Hrvatski književnici europskih i svjetskih referencija, Oxford

Croatian Cultural History

202690



Lecturer



doc. dr. sc.
Eva Katarina
Glazer

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.

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 historical periods
7. Compare Croatian culture with European culture

Study Programme Learning Outcomes

Dual-major studies

History

Discuss with different individuals and groups in order to find answers to various theoretical and practical questions

Use methods of explanation and interpretation of historical

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Recognize the interdisciplinary nature of historical research, connecting its individual segments with corresponding segments of other humanities and social sciences

Present complex scientific and non-scientific content in written and oral form

Prepare and present written and oral presentations of complex academic and non-academic content

History

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

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.

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]

1
ECTS Pismeni ispit [EN]

1
ECTS Seminarski rad [EN]

4
ECTS

Forms of Teaching

- » Predavanja
 - » lecture
- » Terenske vježbe
 - » visit of Croatian National theatre, Croatian Institute of history and the State archive

Week by Week Schedule

1. Introduction to the course
2. Where and when did the European culture develop?
3. Classical period heritage in Croatia
4. China - history and culture, historical overview and modern perspectives
5. Islam - historical development of the culture, modern challenges
6. field course - visit to a state archive
7. Byzantium - history and art of the period
8. Guest lecture on subject of medieval sacral architecture
9. Romanesque at the Eastern Adriatic
10. Gothic architecture of churches and history of Universities
11. Renaissance - the "ideal (round)city"
12. Guest lecture on subject of Symbolic of numbers in J. S. Bach music
13. Age of Reason
14. XIX th and XX th century - an overview
15. Concluding remarksa

Literature



Burke, P. (2006). *Što je kulturalna povijest*, Izdanja Antibarbarus, Zagreb



Hunt, L. (ur.) (2001). *Nova kulturna historija*, Naklada Ljevak, Zagreb



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



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

Additional Literature



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

Similar Courses

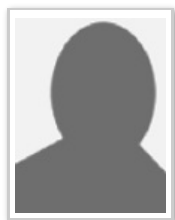
» European Cultural History. An Introduction, Oxford

Croatian Cultural Tourism

213951



Lecturer



prof. dr. sc.
Vanda Babić
Galić

Course Description

To increase the knowledge, skills and understanding of the key and functional relationship between the structure and movement of the population and the economic, social and geographical legitimacy and processes of the emigrant economic, financial, academic, demographic and any other wealth and the overall development of Croatia.

To develop the ability to recognize, identify, clarify, implement and defend the need for the analysis of population and diaspora in service of societal and political decision-making.

To contribute to the development of personal traits of a student, particularly by developing a value system. This value system is defined by Croatian identity values within the framework of total population of Croatia without which it would be impossible to further analyse and focus the issues of demography and diaspora within academic and general frameworks.

Learning Outcomes

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

1. Develop ability for correct and precise insights of cultural traces in accordance with appropriate social and political context.
2. Define fact overview of spiritual and material products of Croatian culture from ancient history until nowadays.
3. Explain synthesis of domestic cultural achievements and foreign phenomena found in that area as well as foundation of their correlations with Central European and Mediterranean cultural circles.
4. Develop ability for critical consideration of cultural heritage as a valuable tourist potential.
5. Develop interest for research Croatian emigration as an irreplaceable element for Croatian tourism development.
6. Relate with European cultural politics and develop ability of recognizing models optimal for implementation in specific geographical and cultural scope.
7. Define different features of local, regional and national cultural tourism models in Croatia.

Study Programme Learning Outcomes

Demography and Croatian Diaspora

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	30

Grading

Students will be evaluated in accordance with fulfilment of their obligations: class attendance, timely seminar paper writing and presentation, taking the exam. Besides, their proactivity, asking questions, problem solving, innovative solutions, participation in fieldwork and other ways of participation will be evaluated as well.

Dual-major studies

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Kolokviji [EN]

¹
ECTS Seminarski rad [EN]

3
ECTS

Week by Week Schedule

1. Introduction
2. Lecture
3. Lecture
4. Lecture
5. Lecture
6. Lecture
7. Lecture
8. Lecture
9. Lecture
10. Colloquium
11. Outdoor class
12. Lecture
13. Lecture
14. Seminar
15. Preexam

Literature



Ivan Blažević, Zlatko Pepeonik (1996).
Turistička geografija



(2017). *Hrvatska nematerijalna kulturna baština na UNESCO-vim listama*, Ministarstvo kulture RH



Radovan Ivančević (1993). *Umjetničko blago Hrvatske*



Josip Horvat (1980). *Kultura Hrvata kroz 1000 godina*



Zvane Črnja (1964). *Kulturna historija Hrvatske*



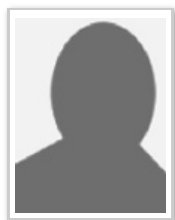
Branko Fučić (1982). *Glagoljski natpisi*

Croatian Diaspora and Public Action

226937



Lecturer



doc. dr. sc.
Ozana Ramljak

Course Description

Course objectives: introduce students to the concept and basic theories of publics, public space and public opinion, as well as models of public action

with special emphasis on culture, politics and the media in the Croatian diaspora; to raise awareness of the public activities of the Croatian diaspora as a platform in a series of predetermined sociological, political and cultural assumptions, but also the broadest understanding of the nature of media; consciously and/or unconsciously articulates and builds on their own content and perception of themselves, Croatia, connecting and joining the new environment and the concept of Croatian development; develop students' critical thinking about issues of responsibility, ethics, influence and manipulation in the national and global environment in the context of the Croatian emigrant position in the public; to create the prerequisites for understanding, analysing, creating and acting within "media mediated reality" in the Croatian diaspora,

Croatia and in general; consider the role of the Church and other Croatian institutions in preserving the national identity of the Croatian diaspora; to introduce students to the institutions of the Croatian diaspora as well as their role and contribution.

Learning Outcomes

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

1. Explain the theoretical and methodological concepts of the public, public spaces as well as the legitimacy of the public emigrant space
2. Explain and analyse models of public activity in the Croatian diaspora
3. Explain the possibilities of applying established concepts in public action and their influence with respect to the emigrant context
4. Explain cultural, political and media processes in the Croatian diaspora
5. Create suitable content and communicate it in emigrant and other public spaces
6. Apply the scientific approach in explaining, analysing and synthesising the underlying concepts of emigrant public activity

Study Programme Learning Outcomes

ECTS Credits 2.0

English Level L0

E-learning Level L1

Study Hours
15
15

Grading

Attendance and discussion during class, seminar work, classroom and oral exam. In addition to classical ways of conducting lectures, seminars, exams, interviews, tests and the like, independent research works are specifically evaluated and, through mentoring, students are extended to the meet the academic requirements to be able to present and participate in scientific and professional meetings or write articles suitable for publication in appropriate journals. This particular aim is for students to develop their independence and to confirm their cognitive abilities. In this way, students can already publish and develop the required skills for future work and employment in research teams

Demography and Croatian Diaspora

Dual-major studies

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Seminarski rad [EN]

2
ECTS

Week by Week Schedule

1. The term 'public' - theories relating to the concept of 'public', public space, public opinion and the public world - general and emigrant distinction
2. Concept and models of public action in general and in the Croatian diaspora
3. Public activity in the diaspora and public activity of emigrants
4. Memory, memory preservation and the action of the migrant population
5. Culture, politics and media as an exclusive area of public emigrant activity
6. The role of the Church in preserving identity and encouraging emigrant activities
7. Interculturality and multiculturalism in the area of public emigration activities
8. Politics and the public through emigrant patterns
9. Distinguished emigrant public employees
10. Ethics, responsibility and public activity of the Croatian migrant community
11. Language of emigrant communities - examples from the Croatian diaspora
12. The role of the Croatian state in the preservation of emigrant communities
13. The role of public activities of different institutions in the development of the Croatian national identity
14. Older and younger generations - different approaches to public action
15. Concluding lecture - joint discussion

Literature



Vujić, J. (2017). *Uloga i mjesto hrvatskog iseljništva u procesu suočavanja s totalitarnom prošlošću: od „imaginarnе zajednice“ do „zajednice pamćenja“*, Hrvatska izvan domovine II. Zbornik radova. Zagreb: Centar za istraživanje hrvatskog iseljništva



Skoko, B. (2015). *Hrvatski iseljenici kao promotori Hrvatske u svijetu.*, Hrvatska izvan domovine. Zbornik radova. Zagreb: Golden marketing-Tehnička knjiga



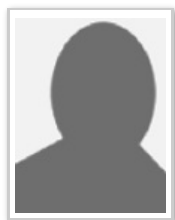
Haramija, P.; Jurković
Majić, O. (2015).
*Percepcija Hrvatske u
svijetu – uloga iseljništva
u brendiranju Hrvatske,
Hrvatska izvan domovine.*
Zbornik radova. Zagreb:
Golden marketing-
Tehnička knjiga

Croatian emigrant media

214020



Lecturer



doc. dr. sc.
Goran Radoš

ECTS Credits 2.0

English Level L0

E-learning Level L1

Study Hours
15
15

Teaching Assistant
dr. sc. Tamara Bodor

Course Description

The aim of the course is to get acquainted with the history of the development of Croatian media in different environments in the diaspora, to get acquainted with the circumstances in which they arose, the ways in which they developed or extinguished, the difficulties they encountered, etc. Special attention will be paid to specific circumstances in certain emigrant communities, also in Croatian autochthonous communities in the diaspora, because they are very different from each other.

To a large extent, it will be considered to what extent new technologies and media have influenced the development of emigrant media as a whole, but also the shutdown of individual publications. The role of the Croatian language in the development of the Croatian media in the diaspora from the 19th century to the present day will also be discussed, as well as the extent to which it is suppressed by the language of the majority community with new generations.

Students will independently research, discover and discuss new electronic media and new forms of media activity. They will consider the role of the media in the social life of emigrant and minority communities (cultural events and various other meetings, sports activities, schooling and education system, entrepreneurship, religious life, cooperation with the homeland, etc.).

Learning Outcomes

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

1. Explain why newspapers are an important medium for communities in the diaspora and how newspapers and public media activities can influence the social, economic and political inclusion of emigrants in the development concept of Croatia.
2. Reproduce the meaning of different genres within the press and public activities in the diaspora and their role in preserving the Croatian emigrant identity.
3. Recognize the importance of Croatian radio and television programs in the diaspora.
4. Recognize and accept as a new wealth the diversity of the media, portals, etc. of the Croatian emigrants and minority communities.
5. Analyze the advantages and disadvantages of the classical way of reporting and new technologies and media.

6. Reproduce basic cognitive, critical and analytical competencies related to classifications, typification, analysis, prediction and evaluation of the content of individual media and other patterns of public action in the diaspora.
7. Compare the basic differences between the press and other forms of public action on individual continents, as an additional emigrant wealth.
8. Recognize the basic differences between the press and other forms of public action in minority communities compared to those of emigrants.

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

Screening of student's work

1
ECTS Istraživanje [EN]

1
ECTS Seminarski rad [EN]

2
ECTS

Week by Week Schedule

1. Basic concept: diaspora, emigration, indigenous communities (migratory, non-migratory, emigrant) and basic groups
2. Historical overview of the public activities of Croatian emigrants
3. Review and division of the Croatian press and other forms of public activity in the diaspora according to their content and purpose
4. General press and public action in autochthonous Croatian communities in the diaspora
5. General press and public activity in the Croatian diaspora
6. Religious press and public action in autochthonous Croatian communities in the diaspora
7. Religious press and public activity in the Croatian diaspora
8. Party media, portals and the like
9. The press and other forms of public activity intended for readers of a certain age in autochthonous Croatian communities in the diaspora and in the Croatian diaspora
10. Press and other publications for literature and culture
11. Scientific and popular-scientific journals in the diaspora and in minority communities
12. Specialized press and other forms of specialized public activity
13. Features of electronic media
14. Common features of the press and other public media in the diaspora in general
15. The language of the Croatian press and other public media in the diaspora in general;
The role of the press and electronic media in preserving the Croatian identity in the diaspora and in minority communities

Literature



Vulić, S., Gazivoda, J. (2012). *Časopisi hrvatske manjine u gradskim sredinama neslavenskih zemalja*



Kukavica, V. (2006). *Suvremeni hrvatski časopisi i knjige izvan Hrvatske*



Sanja Vulić (2000). *Hrvatski tisak u dijaspori*



Nikola Benčić (1985). *Novine i časopisi gradišćanskih hrvatov*

Croatian Emigration and the Homeland War

238018



Lecturer



izv. prof. dr. sc.
Wolffy Krašić

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	15
	15

Course Description

Acquaint students with the basic causes, course and consequences of the Homeland War and, in this context, develop awareness of all kinds of contributions that the Croatian emigration made to the defense of Croatia and Bosnia and Herzegovina from Serbian armed aggression.

Learning Outcomes

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

1. Acquisition of systematic knowledge about the causes, course of events consequences of the war
2. Acquiring knowledge about the role and difference I read the various types of contribution of the Croatian emigration to the defense of Croatia against Serbian armed aggression
3. Understanding that without unity and cooperation with the Croatian emigration, Croatia would most likely not be able to defend itself, and in any case it would suffer far greater casualties in terms of people and material goods
4. Awareness of the benefits and usefulness of social solidarity and togetherness
5. Acquiring knowledge about finding and working on original archival material
6. Acquisition of professional skills for independent research of the Homeland War, Croatian emigration and other topics from contemporary history in emigration and homeland

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Build the personality of students through the definition of Croatian identity values within the framework of the overall Croatian population

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop knowledge about the demographic conditionality of the overall development and demonstrate its importance for Croatia by understanding the emigrant potential.

Dual-major studies

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Istraživanje [EN]

1
ECTS Seminarski rad [EN]

3
ECTS

Week by Week Schedule

1. Operational preparations of the Serbian institutional system (from the academic level to the armed forces) for the provo aggression towards neighbors states, for the purpose of occupation and annexation of their territories. The violent abolition of the autonomy of Kosovo and Vojvodina and the installation of pro-Serbian government in Montenegro
2. Norval and other Croatian emigrant groups
3. The disarmament of the Croatian Territorial Defense between the two election rounds and the initiation of the so-called creeping armed aggression against Croatia
4. Embargo and arming of the police, the National Guard Corps (ZNG), the Home Guard: personnel and other emigration support
5. Defense of Croatia in the summer and autumn of 1991
6. Voluntary work and the Bastion of Love in Croatia and emigration
7. The key military, political and symbolic meaning of the Battle of Vukovar
8. The process of international recognition of Croatian state independence: from the referendum to full membership in the United Nations
9. Croatian liberation operations and Croatia's crucial assistance in the defense of Bosnia and Herzegovina
10. The international community saves the aggressor and imposes an unjust peace and twists the truth about the war
11. Serbian war crimes in Croatia, assessment of direct and developmental war damage in Croatia
12. Demographic consequences of Serbian armed aggression on Croatia
13. The material and lobbying role of the Croatian emigration in the defense of Croatia
14. Croatian emigrants – volunteer defenders
15. Concluding consideration

Literature



Živić, D., Žebec, I. (2009). *Demografski kontekst i sociokulturne posljedice hrvatskoga Domovinskog rata*



Jurčević, J. (1999). *Srbijanska oružana agresija na Hrvatsku*



(1993). *Rat protiv Hrvatske*, Društvena istraživanja 2-3



Grupa autora (1999). *Rat u Hrvatskoj i Bosni i Hercegovini 1991-1995*

Croatian Language Policy

226960



Lecturer



Mario Grčević,
prof. dr. sc.

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

Teaching activity and knowledge of literature are assessed.

Course Description

The aim of the course is to acquaint students with the basic facts of Croatian language political history and language planning, with the basic concepts of language theory and linguistic typology, so they can analyze different models by which the existence of the Croatian language is typologically determined / described today. / standard language, Croatian as a separate language, Croatian as a variant of the Central South Slavic diasystem or Serbo-Croatian). The Croatian language situation will be compared with other more or less comparable cases. Students will then be introduced to the instruments of implicit and explicit language policy and trained to understand contemporary language policy developments and influences on the Croatian language and its language community. They will learn to interpret and evaluate the existence of extremely different language policies in recent Croatian history: on the one hand, the language policy aimed at preventing the profiling of Croatian as a special (literary and / or separate) language and on the other hand the language policy aimed at the opposite

Learning Outcomes

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

1. Introduce students to the Croatian language reality in the 19th, 20th and 21st centuries. century.
2. Explain the existence of philological schools (Zagreb, Zadar, Rijeka).
3. Distinguish the principles of standardization (language and spelling level).
4. Assess the impacts of state language policies on Croatian standardization processes.
5. Observe socio-political influences on language development.
6. Interpret the links between standardization, language planning and language policy.

Study Programme Learning Outcomes

Dual-major studies

Communication Studies

Croatology

Define linguistic policies in relation to Croatian language

Explain and apply the facts of Croatian linguistic norms in

written and oral expression

Croatology

Forms of Teaching

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

Week by Week Schedule

1. Introduction: Croatian language as an object of implicit and explicit language policies between affirmation and negation; Theoretical aspects: terms (separate) language - literary and standard language - dialect - dialect - speech. Linguistic typologies and the place of Croatian in them
2. Models: Croatian as a literary language and standard language, Croatian as a separate language, Croatian as a variant of Serbo-Croatian, the question of the Central South Slavic / Serbo-Croatian diasystem
3. Croatian language and political strategies in the pre-Renaissance period; Croatian historical glottonyms and ethnonyms
4. Croatian language in the ideology of Illyrianism and early Slavic studies
5. Vienna's interests, its "Drang nach Osten" and language planning in the South Slavic area; goals and achievements of the Vienna Literary Treaty (1850)
6. Foreign policy influences on Croatian language planning and standardization in the second half of the 19th century. century, the influence of Bosnia and Herzegovina and Dalmatia on the language policy conducted in Zagreb
7. Yugoslav Academy of Sciences and Arts and Croatian wolves
8. Hrvatski jezik u osvit Prvoga svjetskoga rata: tri koncepcije hrvatske književnojezične zbilje (ekavci, vukovci i tradicionalisti)
9. „Srpskohrvatskoslovenački jezik “i srpski unitarizam, Društvo za hrvatski jezik (1936), časopis Hrvatski jezik i Pokret za hrvatski književni jezik (1938); Petar Guberina as the founder of the theoretical framework for Croatian sovereign language policy
10. The era of the Second World War and the Independent State of Croatia
11. Novi Sad Agreement (1954)
12. Declaration on the Name and Position of the Croatian Literary Language (1967)
13. Croatian emancipation in the 70s and 80s
14. Croatian language in the Republic of Croatia and its planning
15. Contemporary Croatian explicit and implicit language policy in the European environment

Literature



Babić, Stjepan (2004). *Hrvanja hrvatskoga*, Zagreb: Školska knjiga



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



Bašić-Kosić, Nataša (2007). *Ljudevit Jonke i jugoslavenski jezični unitarizam*, Jezik 54: 4, 5; 131-142, 161-173



Grčević, Mario (2002). *O hrvatskim jezičnim promjenama 90-ih godina*, Forum: mjesečnik Razreda za književnost Hrvatske akademije znanosti i umjetnosti. XXXXI (2002) , LXXIII:4-6, 514-552.

Similar Courses

» Hrvatska jezikoslovna normativistika, Oxford

Croatian Latinists in the Literary Republic

200539



COM

CRO

CRO

CRO

CRO

CRO-S

DEM

HIS

HIS

PHI

PSY

SCI

SCI

SOC

SOC

TEA

Lecturer



izv. prof. dr. sc.
Maja Matasović

ECTS Credits 3.0

English Level L2

E-learning Level L1 (4%)

Study Hours
15
15

Grading

Students are expected to write and present an essay on a selected topic, and the level of information acquired is tested through an oral exam.

Course Description

This course enables students to detect historical and social parallels between the context of the works of Croatian latinists and an international base of ideas, themes and motives throughout the Renaissance and the Early Modern Ages. This pool of ideas is closely connected to the term of *Res publica litteraria* and the Latin language as *lingua franca* of Europe's culture and science. The students will learn of the reception of Croatian latinists' works outside of Croatian lands, as well as of their integration into contemporary European trends. This way the students - future teachers - will be able to appreciate and emphasise the importance of Latin in European and Croatian culture and identity.

Learning Outcomes

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

1. Translate texts from all periods of Croatian Latinity and in every functional style
2. Analyse the text on a linguistical level and prepare it for educational purposes
3. Analyse the text on a literary-stylistic level and prepare it for educational purposes
4. Connect the text with classical and medieval tradition
5. Synthetise the knowledge of a latinistic work in the form of an essay
6. Contextualise a certain work according to the contemporary socio-political contexts and the author's biography
7. Teach about the latinistic works through a historical, literary or cultural aspect
8. Explain the manner of influence on the Croatian Latinists through the *Res publica litteraria*

Study Programme Learning Outcomes

Croatian Latinity

Dual-major studies

Croatian Latinity

Communication Studies

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

1 ECTS Referat [EN]

1 ECTS Seminarski rad [EN]

0.5
ECTS Usmeni ispit [EN]

3 ECTS

Week by Week Schedule

1. Introduction: overview of historical and social circumstances in Croatian territories from the Renaissance until the modern period.
2. Role of Latin in education, especially in transference and preservation of knowledge and in shaping the cultural identity of Europe. Text examples are analysed.
3. Rediscovering the classics in the Renaissance and evolvement of the philological approach to classics. Text examples are analysed.
4. Marulić' Institutiones as an example of an early best-seller: printing and distributing of books as a beginning of a "Humanist revolution". Text examples are analysed.
5. Influence of the "devotio moderna" movement on the literature of the 15th and 16th centuries. Text examples are analysed.
6. Christological and Marianistic epics of Croatian latinists in the context of Reformations. Text examples are analysed.
7. Res publica litteraria sensu stricto: epistles and the exchange of ideas in European literary circles. Text examples are analysed.
8. Theatre from the medieval itinerary shows to the Jesuit school plays. Text examples are analysed.
9. Finding a place in the world: cartography and genealogy based on ancient sources. Text examples are analysed.
10. Writing history: historical and literary sources, for microhistory especially. Text examples are analysed.
11. An ideal woman in lyric poetry throughout the ages. Text examples are analysed.
12. Scientific works in Latin poetry and prose: the cases of famous people from Dubrovnik. Text examples are analysed.
13. Lost in translation: Croatian translators from and into Latin. Text examples are analysed.
14. Latin and the "vulgar" languages of Europe: loanwords and rise of literacy and literature. Text examples are analysed.
15. Conclusions: work-shop on a theme selected by students

Literature



Gortan, V. – Vratović, V. (ur.) (1969). *Hrvatski latinisti I. i II. (Pet stoljeća hrvatske književnosti, 2)*, Matica hrvatska, Zagreb



Novaković, D. (1999). *Hrvatska novolatinska književnost od 15. do 17. stoljeća*, u zborniku: *Introduzione allo studio della lingua, letteratura e cultura croata* (ur. F. Ferluga Petronio), Udine



Knezović, P. (1999). „Hrvatski latinisti 18. i 19. stoljeća”, u zborniku: *Introduzione allo studio della lingua, letteratura e cultura croata* (ur. F. Ferluga Petronio), Udine



Novaković, D. (2003). „Hrvatski latinizam u XVII. stoljeću”, *Hrvatska i Europa: kultura, znanost i umjetnost. Sv. III: Barok i prosvjetiteljstvo, XVII-XVIII. stoljeće* (Golub, I. ur.), Školska knjiga, Zagreb



Kombol, M. (1961). *Povijest hrvatske književnosti do Narodnog preporoda*, MH, Zagreb

Additional Literature



Hale, J. (2005). *The Civilization of Europe in the Renaissance*, Harper Perennial



Eire, C. M. N. (2016). *Reformations: The Early Modern World, 1450-1650*, Yale University Press



Leonhardt, J. (2009). *Latin: Story of a World Language*, Verlag C.H. Beck, München

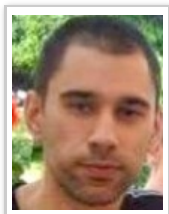
Similar Courses

» New Worlds, Ancient Texts, Oxford

Croatian Latinity Genres

200535

Lecturer



prof. dr. sc.
Šime Demo

ECTS Credits	5.0
English Level	L0
E-learning Level	L1
Study Hours	30
	30

Grading

At classes, active participation and preparedness are graded, at midterm exams understanding and contextualisation of the texts will be assessed. The final grade is given at an oral exam.

Course Description

The goal of the course is to make students familiar with literary genres of Croatian Latinity and their representatives. We will observe the development of the genres with regard to the medieval core of Latin literature in Croatian territory, as well as its interaction with contemporary phenomena in European context.

Learning Outcomes

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

1. Translate a Latin text
2. Describe, distinguish, and recognise properties of Neo-Latin
3. Produce a linguistic commentary of a Latinist text
4. Produce a literary-stylistic analysis of a Latinist work
5. List main authors, works and historical development of Croatian Latinity
6. Describe literary and non-literary genres of Croatian Latinity

Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Define and describe the contemporary disciplines of literature, linguistics and auxiliary historical sciences, the history of their development and their main problems

Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text

Constructively encourage and promote the development of knowledge of Croatian Latinity based on the principles of scientific rationality, international recognition, and scientific excellence

Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian

Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines

Interpret, evaluate, comment, translate and prepare works



and/or writings from the Croatian cultural heritage for print, especially Latin ones, in accordance with contemporary philological customs and requirements

Think interdisciplinary and respect different scientific methodologies and views on specific issues and problems

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

³
ECTS Kolokviji [EN]

¹
ECTS Seminarski rad [EN]

⁵
ECTS

Week by Week Schedule

1. Introduction: overview of the genres and themes of literary works; main European representatives
2. Chronicle – Thomas Archidiaconus
3. Hagiography – Martyrs of Salonae
4. Epigraphic poetry – selection
5. Elegy – Juraj Šižgorić, Vice Petrović
6. Epigram – Jan Panonije, Epigram – Rajmund Kunić
7. Epyllium – Ignjat Đurđević, Benedikt Rogačić
8. I. midterm exam
9. Epic – Marko Marulić
10. Epic – Ruđer Bošković
11. Lyric – Ilija Crijević
12. Historiography – Ludovik Crijević Tuberon
13. Oratory – Šimun Kožičić Benja
14. II. midterm exam
15. Concluding remarks

Literature



D. Novaković (2003). *"Hrvatski latinizam u XVII. stoljeću, "Hrvatska i Europa. Kultura, znanost i umjetnost, sv. III (ur. I. Golub), Zagreb: ŠK*



Izbor iz djela hrvatskih latinista - Skripta



P. Knezović (2004). *"Pregled hrvatskog latinizma od sabora u Cetinguadu 1527. do sabora u Požunu 1790." Hrvatsko-mađarski odnosi 1102-1918, Zagreb: Hrvatski institut za povijest*



(1969). *Hrvatski latinisti, PSHK 2-3 (ur. V. Gortan i V. Vratović), sv. I-II, Zagreb: Matica hrvatska - Zora*



R. Mardešić (1982).
*Novovjekovna latinska
književnost, u: Povjest
svjetske književnosti u
sedam knjiga: 2. Grčka
(antička), rimska,
bizantska,
srednjovjekovna
latinska, novovjekovna
latinska, novogrčka i
albanska književnost,*
Zagreb: Liber - Mladost

Similar Courses

» Literature: Contexts and Approaches, 1550-1780, Oxford

Croatian lexicography

201792

Lecturer



prof. dr. sc.
Ivana Franić

ECTS Credits	3.0

English Level L1

E-learning Level L1 (5%)

Study Hours

15

15

Course Description

To address issues related to the terms word, word meaning, lexical unit, alphabet, hint, reference, definition, lexicography as a profession, types of lexicographic editions, how to write a dictionary, write a dictionary of a field, branch or profession.

Distinguish lexicographic works by scope (monolingual, bilingual, multilingual) by nature and purpose (vocabulary of nears, opposite, conceptual or conceptual - thesaurus).

To get acquainted with encyclopedic works (encyclopedias, lexicons, encyclopedic dictionaries), their development, structure and laws of production.

Learning Outcomes

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

1. Define lexicological, lexicographical and encyclopedic terminology
2. Distinguish between language units and language levels.
3. Distinguish between types of lexicographic works, their characteristics and purpose.
4. Describe independently collected and organized the appropriate number of lexical units

Study Programme Learning Outcomes

Dual-major studies

Croatology

Define, single out, explain and argue basic terms from lexicology and lexicography

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Describe and classify a word formation

Apply different theoretical approaches in linguistics

Croatology

Screening of student's work

1
ECTS Pismeni ispit [EN]

1
ECTS Seminarski rad [EN]

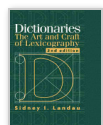
1
ECTS Usmeni ispit [EN]

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ECTS

Week by Week Schedule

1. Introduction: Differentiation of language levels
2. Vocabulary, lexicon, types of lexical relationships.
3. Lexical relations (semantic, interchangeable and substantive).
4. Synonyms, close-ups, touch-ups.
5. Suprotnice; istoglasnice, nalikovnice, istopisnice, istozvučnice.
6. Superintendents, subordinates, paralegals.
7. Lexicography, an introduction to discipline. Semasiological and onomasiological approach.
8. Types of lexicographic works, nature of units and their order.
9. Structure of lexicographic works and articles. The lexicographic meta-language.
10. Lexicographic definition.
11. Computer language processing and lexicography. Computer corpora, language treasuries.
12. Development of lexicography.
13. Croatian lexicography and encyclopedics. Croatian encyclopedists.
14. Fieldwork, a short lexicographic workshop in collaboration with the Lexicographic Institute.
15. Exam

Literature



Sidney I. Landau
(2001). *Dictionaries*,
Cambridge University
Press



Ljiljana Šarić (2007).
*Antonimija u
hrvatskome jeziku*



Bernardina Petrović
(2005). *Sinonimija i
sinonimičnost u
hrvatskome jeziku*

Similar Courses

- » Leksikologija i leksikografija hrvatskoga jezika, Oxford

Croatian Linguistic Prescription

201776

Lecturer



Mario Grčević,
prof. dr. sc.

ECTS Credits	3.0

English Level L1

E-learning Level L1

Study Hours

Study Hours	Frequency
15	15
15	15

Grading

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

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.

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

Study Programme Learning Outcomes

Dual-major studies

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Croatology

General Competencies

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

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
- » Seminar

Week by Week Schedule

1. Croatian Vukovci - the origin and objectives
2. Grammar and language consulting activity, Neo-Shtokavian purism
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*, Zagreb:
Školska knjiga



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



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



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.), Zagreb: Školska knjiga*

Similar Courses

- » Leksikologija i leksikografija hrvatskoga jezika, Oxford

Croatian Military History and Homeland War

202851

Lecturer



doc. dr. sc.
Mijo Beljo

ECTS Credits	4.0

English Level L0

E-learning Level	L1

Study Hours 30

Grading

Regular class attendance
20% Written exam 80%

Course Description

Acquisition of knowledge and understanding of the processes and events related to the Croatian Homeland War period

Learning Outcomes

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

1. Explain the political circumstances that led to the launching of the aggression against the Republic of Croatia
2. Analyze the main military-political events that made possible the recognition of the Republic of Croatia
3. Define the most important military events that enabled the defense of the Republic of Croatia in the period from 1990 to 1995
4. Describe the process of formation of military organizations in Croatia and BiH
5. Compare the activities of the Croatian political leadership with the activities of the Serbian political leadership using the example of the Republic of Croatia and Bosnia and Herzegovina.
6. Analyze activities of the Croatian Army in the period of liberation operations 1993-1995 on the territory of the Republic of Croatia and Bosnia and Herzegovina

Study Programme Learning Outcomes

Dual-major studies

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Use methods of explanation and interpretation of historical processes

Connect and evaluate different historical points of view, including the points of view of Croatian historians in the context of the history of science

Present complex scientific and non-scientific content in written and oral form

Apply established historical terminology and nomenclature

Screening of student's work

1
ECTS Pohađanje nastave [EN]

3
ECTS Pismeni ispit [EN]

4
ECTS

Week by Week Schedule

1. Familiarising students with the content of the course - the general geographical area covered in the lectures
2. Croatia and Bosnia and Herzegovina in the 1980-1990
3. Democratic change and first indications of futur conflict
4. Croatian Police and ZNG; road to foundation the Croatian Army
5. YPA in aggression against the Republic of Croatia
6. Defense of Croatia during 1991
7. battlefields of Croatia
8. Spread the war in Bosnia and Herzegovina
9. Reconstruction of the Croatian Army and military operation during 1992
10. 1993; Strengthening of the HV and the attitude of the Republic of Croatia towards the war in BiH
11. War in Bosnia and Herzegovina during 1993
12. International role of the Republic of Croatia in resolving the conflict in BiH; WWashington Agreement
13. 1994; preparations Croatia army for the liberation of the occupied parts of the Republic of Croatia
14. Liberation operations Croatian army during 1995
15. Peace in Dayton and the role of the Republic of Croatia in ending the war in the former Yugoslavia

Literature



Davor Marijan (2016).
Domovinski rat, Despot
infinitus, Hrvatski institut
za povijest

Additional Literature



Ivica Lučić (2013).
Uzroci rata



Davor Marijan, Nikica
Barić (2020). *Raspad
Jugoslavije i stvaranje
Hrvatske države*

Similar Courses

- » Moderna i suvremena povijest Bosne i Hercegovine, Oxford

Croatian Philosophical Heritage in the European Context

214813

Lecturer



izv. prof. dr. sc.
Željka Metesi
Deronjić

Course Description

To offer students approaches and methodologies that will enable them to take positions on the work of Croatian philosophers (Quellenforschung, reception, genealogy, comparative philosophy, differentiating philosophy-natural science, differentiating philosophy-theology)

Learning Outcomes

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

1. Recognize the genre of philosophical work
2. Recognize the philosophical sources on which each Croatian philosopher relied
3. Describe the European reception of the work of a Croatian philosopher
4. Distinguish between philosophical and natural science approach and conclusion
5. Distinguish between philosophical and theological approach and conclusion
6. Describe the development of Croatian philosophical terminology
7. Differentiate the views of the Croatian philosopher from those of his contemporaries

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Explain and evaluate different theoretical, methodological and practical concepts

Encourage the development of professional and scientific excellence and integrity and determine the need for lifelong learning and professional development

Promote fundamental ideas and principles of modern democratic societies

Develop and evaluate one's own work and progress in learning,

ECTS Credits	3.0

English Level L0

E-learning Level	L1

Study Hours 30

Grading

The student's overall work during the class, participation in discussions, examination, reading and interpretation of the compulsory and supplementary literature, as well as demonstrated knowledge at the oral exam are evaluated. The final grade is derived from participation in class work, grades from seminars, reading of original works and oral examination.

understanding and explaining various philosophical problems

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Usmeni ispit [EN]

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ECTS

Forms of Teaching

» Predavanja

Week by Week Schedule

1. Herman Dalmatin
2. Early Renaissance: from Stojkovic to Dragisic
3. Late Renaissance: from Marulić to Vlacić
4. 16th Century Protestant Philosophers
5. Late Renaissance: from Petric to Vrancic
6. Seventeenth Century: from de Dominis to Rogacic
7. Eighteenth Century: Baglivi, Lipšić, Zanchi
8. Bošković
9. Croatian Boškovićs from 1773 to 1834
10. Philosophy in Latin and Italian in the 19th Century
11. Philosophy in Croatian in the Austro-Hungarian period (1874-1918)
12. Philosophy between the two world wars
13. Philosophy during World War II
14. Philosophy after the Second World War
15. Philosophy in the Republic of Croatia (after 1990)

Literature



Ivica Martinović (2011). *Žanrovi hrvatske filozofske baštine od 15. Do 18. st.*, Filozofski fakultet Sveučilišta u Splitu



Ivica Martinović (2008). *Boškovićevci na hrvatskim filozofskim učilištima*, Prilozi za istraživanje hrvatske filozofske baštine



Ivica Martinović (2016). *Marko Antun de Dominis vs. Faust Vrančić*, Prilozi za istraživanje hrvatske filozofske baštine

Additional Literature



Franjo Zenko (1997). *Hrestomatija filozofije: Starija hrvatska filozofija*, Školska knjiga, Zagreb

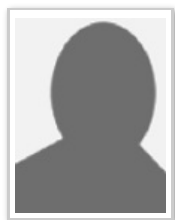


Franjo Zenko (1995). *Hrestomatija filozofije: Novija hrvatska filozofija*, Školska knjiga, Zagreb

Croatian Political History

202693

Lecturer



doc. dr. sc.
Danijel Jurković

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.

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.

Study Programme Learning Outcomes

Dual-major studies

History

Design discussions and provide comments that enable the explanation of a number of issues of a social, cultural or political nature

Present complex scientific and non-scientific content in written and oral form

Determine and justify the basic ideas and principles on which modern democratic societies rest

History

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours 30

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.

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.

Forms of Teaching

- » Predavanja
- » Lectures

Week by Week Schedule

1. Introductory lecture
2. Croatian-Italian relations
3. Adriatic question
4. Eastern question
5. The Austro-Hungarian authorities of Bosnia and Herzegovina
6. Annexation of Bosnia and Herzegovina and its impact
7. The Balkan Wars
8. Political Systems: Europe and Croatia
9. Courses of Croatian policy until World War I
10. Characteristics of Croatian politics during First World War
11. Political developments in Croatia during reign of Charles I (IV)
12. Peace Conference in Paris
13. Agrarian ideology: peasant movements
14. Radicalization: dictatorship
15. Final review

Literature



D. Šepić; B. Krizman (1975). *Časopis za suvremenu povijest, Zagreb, br. 1/1975. tematski broj o talijansko-hrvatskim odnosima*, Hrvatski institut za povijest



Andrej Rahten (2008). *Savezništva i diobe. Razvoj slovensko-hrvatskih političkih odnosa u Habsburškoj Monarhiji 1848.-1918.*, Golden marketing, Zagreb



Dragutin Pavličević (2007). *Hrvati i istočno pitanje: između "ostatka ostataka" i "oživljene Hrvatske"*, Golden Marketing - Tehnička knjiga



Bogdan Krizman (1975). *Vanjska politika Jugoslavenske države: 1918.-1941: diplomatsko-historijski pregled*, Školska knjiga



Skupina autora (2007). *Povijest Hrvata, knjiga 3. -oOd 1918. do danas, 605-615. str.*, Školska knjiga, Zagreb

Similar Courses

» -, Oxford

Croatian Political History from 1990 to 1995

270201

Lecturer



doc. dr. sc.
Mijo Beljo

ECTS Credits	3.0

English Level L0

E-learning Level	L1

Study Hours

15

15

Grading

The final grade is based on the preparation of the seminar paper and success in the two colloquia

Course Description

The aim of the course is to acquire knowledge of the main political events and international processes related to the period of the Homeland War on the territory of the Republic of Croatia and Bosnia and Herzegovina (BiH).

Learning Outcomes

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

1. Identify the key politicians involved in the complex political process in Croatia and Bosnia and Herzegovina
2. Explain the political circumstances that led to the fall of the Socialist Federal Republic of Yugoslavia (SFRY)
3. Analyze the main political events in Croatia and Bosnia and Herzegovina in the period from 1990 to 1995.
4. Identify the main objectives of the political representatives of national policy in the constituent nations of Bosnia and Herzegovina.
5. Compare of international plans for resolving the crisis in Croatia and Bosnia and Herzegovina
6. Identify the key politicians involved in the complex political process in Croatia and Bosnia and Herzegovina

Study Programme Learning Outcomes

Dual-major studies

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Support the further development of the historical profession based on the principles of scientific rationality, international recognition, scientific excellence and integrity

Connect and evaluate different historical points of view, including the points of view of Croatian historians in the context of the history of science

History

Present complex scientific and non-scientific content in written and oral form

Determine and justify the basic ideas and principles on which modern democratic societies rest

Week by Week Schedule

1. Familiarising students with the topic and the main components of the period to be covered
2. The Process of Disintegration of the Socialist Federal Republic of Yugoslavia (SFRY)
3. The Development of the Democratic Process and the First Multiparty Elections in Croatia
4. Political Circumstances and the First Multiparty Elections in Bosnia and Herzegovina
5. Negotiations of the Representatives of the Yugoslav Republics on the Future Organization of the Yugoslavia
6. Efforts by the Croatian Leadership to Find a Political Solution to the Crisis in the Yugoslavia
7. The first year of a democratically elected government in the Republic of Croatia
8. Political relations in BiH during 1991
9. The state of rebel Serbs in Croatia; political review 1990-1995
10. The Role of the International Community in Trying to Resolve the Crisis in Croatia and Bosnia and Herzegovina
11. Political constructions about the destructive actions of the Croatian political leadership during the war
12. The Political Scene in Croatia and BiH in 1993 and 1994
13. Political Activities in Croatia and BiH after the Signing of the Agreement in Washington in 1994.
14. Activities of the Croatian political leadership to end the war in Croatia and Bosnia and Herzegovina
15. The Dayton Peace Agreement and the post-war political agreements on the peaceful reintegration of the occupied parts of the Republic of Croatia.

Literature



Davor Marijan, Nikica Barić (2020). *Raspad Jugoslavije i stvaranje Hrvatske države*



Ante Nazor, Tomislav Pušek (2018). *Domovinski rat*

Similar Courses

- » Moderna i suvremena povijest Bosne i Hercegovine, Oxford

Croatian Spring: Intellectual and Political History 285735

Lecturer



doc. dr. sc.
Danijel Jurković

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	30

Teaching Assistant
Tomislav Brandolica, mag. hist.

Grading

To be eligible for the oral exam, it is necessary to have a completed seminar paper.

Course Description

Students are introduced to the multilayered history of the multifaceted movement of the Croatian Spring from the mid-1960s to the end of 1971, with emphasis on its political, social, cultural, and intellectual aspects. Special emphasis is placed on understanding the Croatian Spring in the context of socialist Yugoslavia, including the relations between the federation and the republics, Party dynamics, and the role of the League of Communists of Croatia. The course encourages critical reflection on the role of intellectuals, students, and the media in shaping national and democratic aspirations within an authoritarian system. Students will analyze relevant literature and sources, including memoirs, journalistic writings, archival material, and contemporary scholarly works, thereby developing the ability to interpret and draw well-founded conclusions on this subject. This strengthens competencies in understanding Croatian history within the broader context of socialist society, as well as historical literacy and methodological skills, particularly through the application of interdisciplinary approaches in interpreting modern political and social movements. The course also fosters an understanding of the long-term consequences of the Croatian Spring on Croatian political culture, national identity, and democratic processes in later decades.

Learning Outcomes

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

1. Explain the historical context of the development of Croatian political and intellectual history in the socialist period
2. Define the chronological sequence of key events, actors, and social groups associated with the Croatian Spring
3. Identify and describe the main political, cultural, and intellectual issues that determine the multifaceted nature of the Croatian Spring movement
4. Contextualize the Croatian Spring within the broader historical, ideological, and social framework of socialist Yugoslavia
5. Analyze the causes, course, and consequences of the Croatian Spring by employing historiographical methods and critical approaches
6. Critically interpret relevant historical sources and literature, including journalistic writings, archival material, memoirs, and scholarly works

7. Compare historical developments during the Croatian Spring with parallel processes within the Yugoslav federation
8. Assess the role and influence of various social actors – intellectuals, students, politicians, and the media – in shaping the movement and its reception

Study Programme Learning Outcomes

Dual-major studies

Apply the legal basis of the teacher's profession and the ability to interpret the related laws of the rights and obligations of employees of the educational institution

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

History

Discuss with different individuals and groups with the aim of finding answers to various theoretical and practical questions

Formulate arguments for and against mutually opposing points of view

Critically judge and evaluate personal historical understandings and attitudes

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Connect and evaluate different historical points of view, including the points of view of Croatian historians in the context of the history of science

Apply established historical terminology and nomenclature

History

Discuss with different individuals and groups in order to find answers to various theoretical and practical questions

Formulate arguments for and against mutually opposing points of view

Critically judge and evaluate personal historical understandings and attitudes

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Connect and evaluate different historical points of view, including the points of view of Croatian historians in the context of the history of science

Apply traditional historical terminology and nomenclature

Consider the justification of various theoretical and practical proposals, taking into account the specificities of various areas of life and work environments

General Competencies

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

- Explain the historical context of the development of Croatian political and intellectual history in the socialist period.
- Define the chronological sequence of key events, actors, and social groups associated with the Croatian Spring.
- Identify and describe the main political, cultural, and intellectual problem areas that determine the multifaceted nature of the Croatian Spring movement.
- Contextualize the Croatian Spring within the broader historical, ideological, and social framework of socialist Yugoslavia.
- Analyze the causes, course, and consequences of the Croatian Spring by applying historiographical methods and critical approaches.
- Critically interpret relevant historical sources and literature, including journalism, archival material, memoirs, and scholarly works.
- Compare historical developments during the Croatian Spring with parallel processes within the Yugoslav federation.
- Assess the role and influence of different social actors—intellectuals, students, politicians, and the media—in shaping the movement and its reception.
- Produce an independent seminar or research paper that demonstrates the ability to interpret sources, construct arguments, and apply scholarly methods.

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Seminarski rad [EN]

1
ECTS Usmeni ispit [EN]

3
ECTS

Week by Week Schedule

1. Preconditions of the Croatian Spring 1945–1967
2. The Intellectual Scene and Matica Hrvatska 1967–1971
3. The Language Issue 1967–1971
4. Popular Culture, Mass Culture, and the Media Scene 1967–1971
5. The Economic Issue
6. The Tenth Session of the Central Committee of the League of Communists of Croatia: The Struggle Against Unitarism 1970
7. The Student Movement: Left and Right Hemispheres
8. The Popularization of Historical Thought
9. Perspectives Beyond Croatia: Serbia and Slovenia
10. Regional Echoes: Dalmatia, Istria, the Littoral, Northern Croatia, and Slavonia
11. International Echoes: Foreign Powers and the Croatian Emigration
12. The Peak of the Movement: Summer 1971
13. The Decline of the Movement: Autumn 1971
14. Karađorđevo and Political Purges: Society After the Spring
15. The Croatian Spring and Historical Memory After 1972

Literature



Ivo Banac (2021). *Sedamdeset i prva: uspon i pad hrvatskoga nacionalno-reformnog pokreta*, Hrvatski državni arhiv



Ante Batović (2019). *Hrvatsko proljeće i svijet: Hrvatska u vrtlogu svjetskih zbivanja 1966.-1972.*, Sveučilište u Zadru



Wollfy Krašić (2018). *Hrvatsko proljeće i hrvatska politička emigracija*, Školska knjiga



Dubravka Oraić Tolić; Željko Holjevac; Zorislav Lukić (ur.) (2023). *Hrvatsko proljeće: zbornik radova*, Matica hrvatska



Zdenko Radelić (2006). *Hrvatska u Jugoslaviji 1945.-1991: od zajedništva do razlaza*

Additional Literature



Milovan Baletić (ur.) (1990). *Prekinuta šutnja: ljudi iz 1971.*, Vjesnik



Jure Bilić (1990). *'71. koja je to godina*, Centar za informacije i publicitet



Savka Dabčević Kučar (1997). *'71: hrvatski snovi i stvarnost*, Interpublic



Darko Dukovski (2007). *Istra i Rijeka u Hrvatskome proljeću*, Alineja



Tvrtko Jakovina (ur.) (2012). *Hrvatsko proljeće 40 godina poslije*, Centar za demokraciju i pravo Miko Tripalo



Drago Kastratović (2002). *Proljeće moderne Hrvatske*, Naklada Pavičić

Similar Courses

» Communism and its Collapse, Oxford

Croatian Stage Art

188011



Lecturer



izv. prof. dr. sc.
Karolina Vrbanić
Zrinski

ECTS Credits 4.0

English Level L1

E-learning Level L1 (10%)

Study Hours
30
15

Grading

Class participation,
independently writing a
seminar paper and exam.

Course Description

Introducing and analyzing the most significant achievements of Croatian performing arts and adopting professional terms in the field of drama, opera, ballet and film. Adopting basic principles of stage creation with respect to the medium (hot and cold media). Encouraging of stage creation and applying acquired knowledge in practical work in education.

Learning Outcomes

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

1. Define and adopt professional terms in performing art
2. Recognize important achievements of Croatian performing art
3. Analyze and evaluate different theatrical performances
4. Analyze and evaluate different theatrical performances
5. Apply acquired knowledge to encourage children's theatrical creativity

Study Programme Learning Outcomes

Dual-major studies

Communication Studies

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Describe and classify the legacy of other cultures within Croatia

Synchronous and diachronically relate and analyze the influence of literary culture on Croatian stage and film arts

Croatology

General Competencies

Students will be given the opportunity to directly become acquainted with the performing arts and gain personal experience. In addition to studying the performing arts from a literary and historical perspective, students will be introduced to other aspects of the study of the performing arts.

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Istraživanje [EN]

1
ECTS Seminarski rad [EN]

1
ECTS Usmeni ispit [EN]

4
ECTS

Week by Week Schedule

1. Defining scenic art in a broader sense (performing art)
2. Drama, opera, ballet, film
3. Hot and cold media
4. Adopting basic professional terms in performing art
5. Methods and forms of working on stage projects
6. Stage speech, voice, proxemic relationships
7. Croatian film from the standpoint of synchrony and diachrony, the most significant accomplishments
8. Specific features of a film speech
9. Visits of distinguished performing arts professionals (lectures, talks, monodrama)
10. Introducing the most significant accomplishments of Croatian performing arts
11. Analysis of works of Croatian performing arts (stylistic, rhetorical, linguistic, theatrical, cultural,...)
12. Recitation, acting, speech and acting in front of a microphone and camera
13. Going to theater rehearsals or shooting a movie, or a television or radio drama
14. Monitoring theater and film projects and festivals
15. Going to theater or film performances

Literature



Batušić, Nikola (1991). *Uvod u teatrologiju*, Zagreb: Grafički zavod Hrvatske



Gavella, Branko (1967). *Glumac i kazalište*, Novi Sad: Sterijino pozorje



Peterlić, Ante (2001). *Osnove teorije filma*, Zagreb: Hrvatska sveučilišna naklada



Vrban Zrinski, Karolina (2022). *Kazalište i govor – dvojbe i ideali / Prozodija scenskoga govora*, Zagreb: Sveučilište u Zagrebu – Fakultet hrvatskih studija



Zajec, Tomislav (2012).
*Pravila igre: Od prve
ideje do prvog
dramskog teksta,*
Zagreb: V.B.Z.

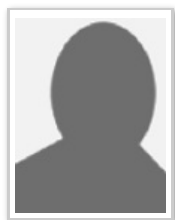
Similar Courses

- » Povijest hrvatskoga kazališta, Sveučilište u Zagrebu
- » Povijest hrvatskoga filma, Sveučilište u Zagrebu

Croatian Woman in Emigration

238015

Lecturer



izv. prof. dr. sc.
Wolffy Krašić

Course Description

The objectives of the course are:

Getting to know the basic issues of contemporary global and regional female migration.

To define the key conditioning of women's migration and emigration decisions.

Consider the meaning and role of Croatian emigrants in the integration processes of the receiving countries as well as their role in the socio-cultural space.

To analyze the phenomenon of feminization of migration in contemporary Croatian society.

Understanding the correlation between the actions of women and the preservation of Croatian identity in emigration.

Get to know the life and work of Croatian women in the diaspora such as: Ruža Bajurin, Julienne Bušić, Ivona Dončević, Queen Katarina Kosača-Kotromanić, Zinka Kunc, Nedjeljka Luetić Tijan, Helen Merill (Jelena Ana Milčetić), Adela Milcinovic, Blessed Marija Propetoga Petković, Nada Kesterčanek Vujica, Milka Trnina, Milka Vukušić and others.

To acquaint students with the importance of women in emigration in the demographic and overall development of Croatia

Learning Outcomes

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

1. Define basic terms and prepositions regarding women migration
2. Explain different migration theories and how to apply those theories on women migration
3. Identify and qualify different factors of woman population migration
4. Recognize and analyze the most important conditions of women migration
5. Explain social, cultural and economical forms of women migration
6. Distinguish different aspects of women migration in social, political, cultural and economical context

ECTS Credits	2.0

English Level L1

E-learning Level L1

Study Hours

Study Hours	Frequency
15	15
15	15

Teaching Assistant
dr. sc. Tamara Bodor

Grading

Attendance and discussion in class, conducted research, seminar paper and oral exam. In addition to the classic methods of monitoring through lectures, seminar papers, exams, interviews, tests and the like, independent research papers are especially valued and through mentoring they are raised to the level of possible student performance at scientific and professional gatherings or publication in appropriate journals. This is a special motive for students in developing their independence and in confirming their cognitive power. In this way, students can already publish during their studies and create assumptions for future work and employment in research teams.

7. Define the status of woman in diaspora in case studies

Study Programme Learning Outcomes

Demography and Croatian Diaspora

- EN ishod -Conduct relevant research on the Croatian resident and emigrant population
- Develop knowledge about the demographic conditionality of the overall development and demonstrate its importance for Croatia by understanding the emigrant potential.
- Develop a scientifically independent opinion on demographic and emigrant issues
- Develop a critical attitude towards statistical data and literature relevant to research on the population and Croatian emigration

Dual-major studies

Screening of student's work

1
ECTS Seminarski rad [EN]

1
ECTS Usmeni ispit [EN]

2
ECTS

Week by Week Schedule

1. Introductory - student obligations (arrivals, seminars, exam or colloquium), explain what the seminars will look like (research - case study), division of seminar topics
2. Migrant woman (views and perspectives) - general about migration and types, why women are viewed separately in the context of emigration, the role of gender theories, feminization of migration
3. The role of Croatian women in the first emigrant wave (migrant women as a neglected minority)
4. Colloquium
5. Women in interwar emigration
Case studies (Croatian female artists in emigration between the two wars)
6. Women in Croatian political emigration I.
Case studies
7. The guest worker period and women as active migrants
Case studies
8. Croatian emigrants in the period of the Homeland War
Case studies
9. Contemporary migrations: stories of women returnees
Case studies, guest lecturers
10. Seminars
11. Seminars
12. Seminars
13. Seminars
14. Seminars
15. Preliminary examination

Literature



Boyd, Monica – Elisabeth Grieco (2003). *Women and Migration: Incorporating Gender into International Migration Theory*.



Mesarić Žabčić, Rebeka (2018). *Women in the migrational process*, Croatian Studies Review, Vol. 13, No.1



Rajković Iveta, Marijeta (2016). *Ženski aspekti iseljništva: od bijele udovice do samostalne migrantice*, Hrvatski iseljenički zbornik



Tarle, Tuga (2018). *Uloga žene u hrvatskim iseljeničkim zajednicama*, Hrvatski iseljenički zbornik



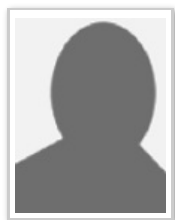
Eleonore Kofman, Annie Phizacklea, Parvati Raghuram, Rosemary Sales (2005). *Gender and International Migration in Europe*, Routledge



Zlotnik, Hania (2003). *The Global Dimensions of Female Migration*

Croatian Writers of European Reference 201770

Lecturer



izv. prof. dr. sc.
Domagoj
Brozović

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
15
15

Grading

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

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.

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. Explain 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.).

Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Describe and classify the legacy of other cultures within Croatia

Recognize and classify Croatian writers of European and world references

Recognize, explain and single out the characteristics of children's literature

Croatology

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.



Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Seminarski rad [EN]

3
ECTS

Week by Week Schedule

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

Literature



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



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



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



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



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

Similar Courses

» Hrvatski književni kanon, Oxford

Croats in Germany

238013

Lecturer



izv. prof. dr. sc.
Wolffy Krašić

Associate Lecturer



doc. dr. sc.
Monika Balija

ECTS Credits	3.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

Student responsibilities: regular attendance in class, completion of preliminary exam, participation in class discussions, submission of independent research paper. Students are assigned research fieldwork related to the fundamental relation: Croatian diaspora-development.

Course Description

Course objectives:

- develop in student scientific knowledge on the importance of Croatian diaspora in general, with particular emphasis on the Federal Republic of Germany
- equip students to understand the difference between and the meaning of migration disparities and particularities using the case study of Croatian population in Germany
- provide students with the overview of the important role Croatian diaspora plays in processes and of the correlation between diaspora and entire development
- teach students skills which will enable them to explore, identify, and define diaspora-related terminology, categories, and laws using the case study of Croatian diaspora
- encourage students to undertake independent research study on the relation between diaspora and development of Croatia and Germany
- encourage students to apply standard and specific methods and techniques for research of the correlation between Croatian diaspora in Germany and development
- help students become aware of the value of Croatian diaspora in general and in particular of Croatian diaspora in Germany · encourage students to apply forecast models for development and spatial models, using case studies of Croatian diaspora in Germany
- explain the potential migration, re-emigration, and immigration conditionality that applies to the development of Croatian geographical territory and society
- equip students with skills that will enable them to understand, elaborate, and model future diaspora and developmental issues, patterns, conditions, and consequences in relation to Croatian diaspora and general Croatian population in Germany
- help students develop scientific knowledge on the recent emigration and its potential to cause vulnerability of fundamental systems in Croatian society and territory
- provide students with the knowledge on wealth and value of Croatian diaspora in Germany

Learning Outcomes

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

1. Explain the demographic and migration theoretical and methodological concept and system on the example of the Croatian emigration in FR Germany
2. Explain the logic and functional organization of the expatriate development potential on the example of the Croatian emigration in FR Germany
3. Explain the general and regional concept of the organization of emigration using the example of Croatian emigration in FR Germany
4. Explain the strategic importance of emigration using the example of Croatian emigration in Federal Republic of Germany

5. Define the importance of emigration in Croatia's development concepts

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Develop the ability to demonstrate the need of the population and emigration in the service of social and political decision-making

Develop knowledge about the demographic conditionality of the overall development and demonstrate its importance for Croatia by understanding the emigrant potential.

Develop the ability to terminologically understand demographic and immigrant terms in students

Develop a scientifically independent opinion on demographic and emigrant issues

Develop a critical attitude towards statistical data and literature relevant to research on the population and Croatian emigration

Dual-major studies

Screening of student's work

0.5
ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1.5
ECTS Pismeni ispit [EN]

3 ECTS

Week by Week Schedule

1. Introduction to the question of Croatian diaspora.
2. Particularities of relations between Croatia and Germany.
3. Spatial and social factors which influence diaspora to Germany.
4. Opening of borders-concept of diaspora.
5. Diaspora waves to Germany during 1960s.
6. Transience, adjustment, money transfers from diaspora to Croatian financial institutions, utopian return.
7. Idealism of diaspora, attachment and desire for changes
8. Gastarbeiters' (foreign workers) lifestyle, value, and potential.
9. Demographic characteristics of Croatian diaspora in Germany.
10. Recent migration to Germany – temporary or permanent?
11. New concept of a state using case studies of Croatian diaspora in Germany.
12. Connection, return, or permanent state of being lost?
13. Investments, return from Germany, and new lifestyle.
14. Germany and Croatian diaspora in Germany as a strategic partner.
15. Final discussion

Literature



Tado Jurić (2018). *Iseljavanje Hrvata u Njemačku; Gubimo li Hrvatsku?*, Školska knjiga



Pavao Jonjić (1997). *Hrvati u Njemačkoj, Hrvatske iseljeničke teme*, Institut za migracije i narodnosti



Cynthia Bansak, Nicole Simpson, Madeline Zavodny (2015). *The Economics of Immigration*, Routledge



Balija, M. (2023). *Motivi, čimbenici i konačnost povratnih migracija iz Njemačke u Hrvatsku*, Hrvatski geografski glasnik, 85 (2)

Additional Literature



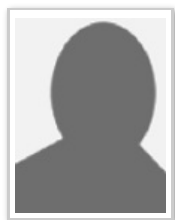
Balija, M. (2023). *Suvremeni migracijski procesi između Koprivnice i Savezne Republike Njemačke*, Podravina, 22 (43)

Croats in South America

214018



Lecturer



Marina Perić
Kaselj,
nasl. izv. prof.
dr. sc.

Course Description

To acquaint students with the basic directions of Croatian emigration to South America, emphasizing the socio-historical context.

To provide an understanding of the complex process of identity creation depending on various parameters such as the size of the emigrant community, immigrant

and emigration policies of the country of emigration / immigration, time of emigration.

Introduce students to the basic assimilation and integration processes in the emigrant community.

Learning Outcomes

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

1. Define the historical, economic, political, social and cultural aspects of South America
2. Recognize immigration policy and the importance of immigration in South American countries
3. Explain the reasons for Croatian emigration to South America
4. Describe the composition and structure of Croatian emigrants in South America
5. Distinguish migration periods and characteristics of emigrant communities
6. Recognize the contribution of Croatian emigrants to the of South American countries

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

ECTS Credits 2.0

English Level L0

E-learning Level L1

Study Hours
15
15

Teaching Assistant
dr. sc. Maria Florencia
Luchetti

Grading

Attendance at at least 12 classes. Active participation at class. Writing and presenting a seminar paper Taking colloquia and exams.

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

0.5
ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

2 ECTS

Week by Week Schedule

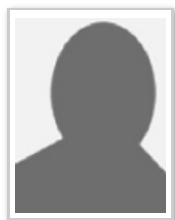
1. Introductory lecture, presentation of subjects, student obligations, bibliography, etc.
2. Historical, economic, social, cultural and political aspects of South America. Immigration policy and the importance of migration in South America. Contribution of Croatian emigrants to the modernization of the countries of South America.
3. The first emigration of Croats to South America - general characteristics, number, areas and manner of travel of emigrants, causes of emigration.
4. Mass emigration of Croats to South America - general characteristics, age, sexual marital, social structure.
5. Croats in Argentina - economic and political migration; peculiarities of Croats in Buenos Aires, Córdoba, Santa Fe, Bahía Blanca and on the "pampas", in the north (Chaco, Formosa, Misiones, Entre Ríos, Tucumán) and in Patagonia (Río Negro, Chubut, Santa Cruz, Tierra del Fuego).
6. Croats in Chile - Emigration from the Dalmatian islands. Croatian colonies in the north, center and south of Chile (Iquique, Tacna, Arica, Tarapacá, Calama, Tocopilla, Pisagua, Antofagasta, Valparaíso Santiago, Punta Arenas, Porvenir).
7. Croats in Peru (Callao, Lima, Cerro de Pasco, Arequipa) and Bolivia (La Paz, Oruro, Potosí, Uyuni, Cochabamba).
8. Croats in Venezuela (Caracas, Zulia, Mérida, Carabobo) and Ecuador (Quito, Manabí, Bahía de Caráquez, Manta y Guayaquil).
9. Croats in Brazil (Sao Paulo, Rio de Janeiro), Paraguay (Asunción, Departamento Central) and Uruguay (Montevideo, Maldonado)
10. Public opinion, organization and public action, social, cultural, political, sports and economic associations, journalism.
11. Croatian Communities in South America: Past, Present and Future Perspective. Homeland policies towards emigrants.
12. The role of Croatian emigrants in South America in the creation of the Yugoslav state.
13. The role of Croatian emigrants in South America in the Homeland War and the recognition of the Croatian state.
14. Integration of Croatian emigrants and their descendants in South America and preservation of Croatian identity.
15. Course evaluation

Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa

213980



Lecturer



Zygfryd Eckardt
Gehrmann,
prof. emer. dr.
sc.

Course Description

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

The grade is awarded based on the success of the presentation made on the topic of the given literature.

Learning Outcomes

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

1. Define language policies in relation to the Croatian language.
2. Apply different theoretical approaches in linguistics.
3. Argue conclusions in written and oral form.
4. Define language policy actors and evaluations of language policy models with regard to the promotion of European multilingualism
5. Define the issues of multilingualism and cultural diversity in Europe as the basis of European upbringing and education
6. Recognize the educational policy documents of the European Union from the aspect of implementing the EU's multilingual goals

Study Programme Learning Outcomes

Dual-major studies

Croatology

Describe and classify the legacy of other cultures within Croatia
Recognize and classify Croatian writers of European and world references

Croatology

Screening of student's work

1.5 ECTS Pohađanje nastave [EN]

1.5 ECTS Referat [EN]

3 ECTS

Week by Week Schedule

1. The problem of communication and identity of the European Union - a game of planning
2. Linguistic and cultural diversity as an identity feature of the European Union
3. European language policy: terminology and definitions
4. Language regulation in the bodies of the European Union: principles and contradictions I.
5. Language regulation in the bodies of the European Union: principles and contradictions II.
6. Balance sheet and possible solutions: monolingualism - multilingualism - planned language
7. Linguistic and educational political concepts of the European Union I.
8. Linguistic and educational political concepts of the European Union II.
9. Interests of national states vs. European language and education policy
10. Example: Language choice and balance of multilingualism in schools in Europe
11. English as a lingua franca in Europe: a European-oriented concept for education
12. Analysis of language policy and education policy documents of the European Union I.
13. Analysis of language policy and education policy documents of the European Union II.
14. Analysis of language policy and education policy documents of the European Union III.
15. The example of Croatia: Balance of implementation of the European language policy

Literature



Ammon, U. (2003). *Sprachenpolitik in Europa – unter vorrangigem Aspekt von Deutsch als Fremdsprache (I).*, Deutsch als Fremdsprache 2003/40, Heft 4,



Gehrmann, S. (2017). *Die Zukunft der Nationalsprachen als Schulfremd- und Wissenschaftssprachen: sprachpolitische Handlungsräume im Zeitalter der Globalisierung mit einem Ausblick auf Deutsch in Kroatien*, KDV-Info. Praxisorientierte Zeitschrift der kroatischen DeutschlehrerInnen

Cultural History and Latinity: The Middle and Early Modern Ages 200546

Lecturer



doc. dr. sc.
Lucija Krešić
Nacevski

ECTS Credits 3.0
English Level L0
E-learning Level L1
Study Hours 30

Grading

The final grade will be based on active participation in classes and taking a written exam

Course Description

Introducing students to the peculiarities of Latin in the context of wider cultural history. Connecting cultural aspects of social and literary productions with the Latin heritage of the Middle and New Ages. Enabling students to contextualize and genre-determine the corpus of literary creation in Latin

Learning Outcomes

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

1. Describe connection of Croatian Latin works with those created in the vernacular
2. Analyze the Latin text with regard to contemporary political and social circumstances and the person of the author
3. Describe the connection of the context of the origin of the work of Croatian Latinity the context of the origin of the work in Latin in the literatures of other nations
4. Explain the heritage of Croatian Latinity
5. Explain the context of the origin of a particular Latin work
6. Analyze the literary and cultural reception of a Latin work

Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Conceptually clearly present different information and viewpoints and critically assess the credibility of claims, assumptions and arguments mediated through various media

Coordinate discussions and provide comments on a range of issues of a social, cultural or political nature

Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian

Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content

Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines

Recognize and interpret the interdisciplinary nature of historical research, connecting its individual segments with corresponding segments of other humanities and social sciences

Promote and defend the fundamental ideas and principles on which modern democratic societies rest

Cooperate with different individuals and groups in discussions and finding answers to various theoretical and practical questions

Clearly and innovatively present complex academic and non-academic contents in written and oral form

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Pismeni ispit [EN]

³
ECTS

Week by Week Schedule

1. Introduction
2. The Carolingian Renaissance and its influence on the development of the Latinity of Croatian territories
3. Epigraphy and shaping of Croatian Latin culture
4. University development and new cultural and intellectual horizons in Croatian Latin
5. Everyday culture: the useful Latin of Croatian offices
6. The influence of the Church on Croatian Latinity
7. Court culture and Croatian Latinists
8. Narrative works as a source for Croatian cultural history
9. Croatian hagiographies and legends in a cultural context
10. The emergence of the Reformation and its echoes in Croatian Latinity
11. Croatian Latin literature of the 16th and 17th centuries: shaping the Tridentine and post-Tridentine culture
12. Croatian Latinists on social and cultural circumstances during the Ottoman invasions
13. Croatian Latinists on social and cultural circumstances during the Ottoman invasions
14. Shaping spiritual culture in Croatian Latinism: religious texts, controversy and ecumenical literature
15. The role of Croatian Latinists in maintaining diplomatic and cultural ties with the Roman Curia in the 17th and 18th centuries

Literature



Marin Franičević
(1986). *Izabrana djela. 4. Povijest hrvatske renesansne književnosti ; 1.*



Ivo Supićić, Ivan Golub,
Eduard Hercigonja
(slavist.) (1997).
Hrvatska i Europa



Veljko Gortan, Vladimir Vratović (1969). *Hrvatski latinisti. Croatici auctores qui Latine scripserunt. [Priredili: Veljko Gortan i Vladimir Vratović: Pisci 17-19. stoljeća. Auctores saec. XVII-XIX]*



Franjo Šanjek (1996). *Kršćanstvo na hrvatskom prostoru, Krscanska Sadasnjost*



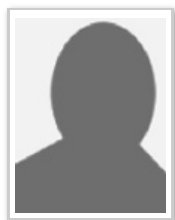
Tomislav Raukar, Franko Mirošević (1997). *Hrvatsko srednjovjekovlje*

Culture, Identity and Globalization

57218



Lecturer



izv. prof. dr. sc.
Vladimira Rezo

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

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.

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

Study Programme Learning Outcomes

Communication Studies

General Competencies

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

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

³
ECTS Pismeni ispit [EN]

¹
ECTS Referat [EN]

5
ECTS

Week by Week Schedule

1. What is Identity?
2. Personal, human and social identity
3. Culture: Definition and Types
4. Theories of Culture
5. Globalization - theories and approaches
6. National and cultural Identity
7. The impact of globalization on national cultures
8. The economic foundations of globalization
9. Collective identities and national communities
10. The dominant culture and convergence of identity
11. The role of mass media in the globalisation processes
12. Christianity and Globalization
13. Fundamentalism and world politics
14. The principles of global ethics
15. The European Union and globalization processes

Literature



Ulrich Beck (2003). *Što je globalizacija? zablude globalizma - odgovori na globalizaciju*, Vizura, Zagreb



Terry Eagleton (2002). *Pojam kulture*, Jesenski i Turk, 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

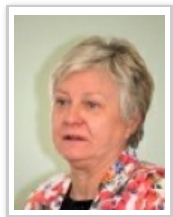
Similar Courses

- » Ideja Europe, Oxford

Culture of Croats in the Diaspora

270280

Lecturer



Sanja Vulić
Vranković,
nasl. prof. dr.
sc.

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.

Learning Outcomes

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

1. Explain the reasons of Croatian emigration across the Europe.
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. 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.
4. Recognize original and secondary literature on Croats in the Diaspora.

Study Programme Learning Outcomes

Dual-major studies

Croatology

Week by Week Schedule

1. Introductory Lecture: What is the Croatian Diaspora?
2. Migratory indigenous (homogeneous) Croatian communities (emergence and extension).
3. Non-migratory indigenous (homogeneous) Croatian communities (emergence and extension).
4. Croatian Emigration (historical overview and causes of emigration).
5. The narrative and dialectal affiliation of Croats in migrant indigenous communities.
6. Literature of Burgenland Croats in Austria.
7. Literature of Croats in Slovakia and Moravia.
8. Croatian Literature in Hungary and Romania.
9. Literature of Croats in Other Indigenous Communities.
10. Croatian writers in Latin America.
11. Croatian Press in Indigenous Communities.

ECTS Credits 4.0

English Level L1

E-learning Level L1 (5%)

Study Hours
15
30

Grading

It is assessed the participation in class, activities during the class, the quality of the seminar paper.



- 12.
13. Croatian Press in Emigration.
14. Croatian cultural institutions in the diaspora.
15. Final lecture.

Literature



Šimun Šito Ćorić
(1995). *60 hrvatskih
emigrantskih pisaca*,
Zagreb: DHK



Ivan Kampuš (1995).
*Povijest i kultura
gradišćanskih Hrvata*,
Zagreb: Globus



Edit Kerecsényi (1982).
*Povijest i materijalna
kultura pomurskih Hrvata*,
Budimpešta: Poduzeće za
izdavanje udžbenika

Similar Courses

- » Književnost i kultura Hrvata u dijaspori, Oxford

Data processing

211168



Lecturer



izv. prof. dr. sc.
Dario Pavić

ECTS Credits	2.0
English Level	L0
E-learning Level	L1
Study Hours	30

Teaching Assistant
dr. sc. Marija Zelić

Grading
Mid term - 60/100 all together for finishing the course 15 % can be achieved if student develop an empirical project or seminar paper.

Course Description

The main goal of this course is to provide an introduction to the data gathering, data preparation, data analysis and presentation for the quantitative empirical analysis using the modern analytical tools.

Learning Outcomes

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

1. Describe an importance of the data analysis in the empirical research
2. Use a data analysis programs in the data analysis
3. Recognize the ways of the results presentation in the field of the social research
4. Describe the types of the statistical data analysis
5. Explain a fundamental statistical methods
6. Criticize the use of program tools for the specific statistical analysis

Study Programme Learning Outcomes

Dual-major studies

Sociology

Implement an appropriate method to research social phenomena

Create a project proposal

Describe demographic processes

Apply qualitative and quantitative data processing programs

Screening of student's work

1 ECTS Kolokviji [EN]

0.5 ECTS Istraživanje [EN]

0.5 ECTS Praktični rad [EN]

2 ECTS

Literature



Hadley Wickham, Garrett Grolemund (2016). *R for Data Science*, "O'Reilly Media, Inc."



Hadley Wickham (2009). *ggplot2*, Springer Science & Business Media



Julia Silge, David Robinson (2017). *Text Mining with R*, "O'Reilly Media, Inc."



Yihui Xie, J.J. Allaire, Garrett Grolemund (2018). *R Markdown*, CRC Press

Similar Courses

» -, Oxford

Democratic Changes in the Republic of Croatia

202702



Lecturers



izv. prof. dr. sc.
Vlatka Vukelić



doc. dr. sc.
Vladimir
Šumanović

ECTS Credits 4.0

English Level L1

E-learning Level L1 (10%)

Study Hours
15
15

Teaching Assistant
Tomislav Brandolica, mag.
hist.

Grading
Paper on a given topic 30
% Active participation in
the class 20 % Written (or
oral) exam 50 %

Course Description

The development of democratic change as a precondition and basis for the emergence of the modern Republic of Croatia is an important topic for understanding contemporary Croatian society. This period spans more than ten years during which Croatia has moved beyond the administrative unit within socialist Yugoslavia, which has recognized states independently and internationally. Due to the importance of these topics, it is necessary to define a logical connection between the actors, both domestically and internationally, who influenced their independent Croatia, as well as its structure as a parliamentary democratic state. For this reason, this course aims to fill the historiographic void that is now insufficient for them on this important topic, and the students of the graduate study of history provided basic information through which they understood the character of the society in which they live.

Learning Outcomes

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

1. Describe the basic problem of interpretation of historical development
2. Describe and discuss about the context of historical events on micro and macro level
3. Describe, connect and be able to conclude things about certain events.
4. Describe and include interdisciplinary way of thinking about certain historical theme
5. Analyze certain conclusions about historical themes and events
6. Describe and define particular importance of certain historical period

Study Programme Learning Outcomes

Dual-major studies

History

Screening of student's work

1
ECTS Pohađanje nastave [EN]

2
ECTS Pismeni ispit [EN]

1
ECTS Seminarski rad [EN]

4
ECTS

Week by Week Schedule

1. 1. Socialist Yugoslavia from the death of Joseph Broz Tito to the arrival of Mikhail Gorbachev to power in the Soviet Union
2. 2. Mikhail Gorbachev's Politics and Its Implications for Communist Regimes in Europe - SANU Memorandum
3. 3. Biography of Dr. Franjo Tuđman from the late 60's to the collapse of communism in Europe
4. 4. XIV. SKJ session and first multi-party elections in Yugoslavia
5. 5. Reorganization of the Yugoslav People's Army in the late 80's and its plans
6. 6. The beginning of the Serbian armed rebellion in Croatia
7. 7. The Christmas Constitution and its meaning - what is written and what is misinterpreted
8. 8. Return of the Emigrated Croatia to the Homeland
9. 9. Three unsuccessful coup in Croatia by the Yugoslav People's Army
10. 10. Meeting of dr. Franjo Tuđman and Slobodan Milošević in Karađorđevo and Tikveš
11. 11. Croatian-Slovenian Initiative on Declaration of Independence
12. 12. International community and a three-month moratorium on Croatian independence
13. 13. Significance October 8, 1991 - Context of the proclamation of Croatian state independence
14. 14. Open war of the Yugoslav People's Army against the Republic of Croatia and its citizens
15. 15. International recognition of the Republic of Croatia - chronology and context of key dates

Literature



Ivo Banac (1988).
*Nacionalno pitanje u
Jugoslaviji*



Barić, Nikica (2005).
*Srpska pobuna u
Hrvatskoj*



Davor Marijan (2017).
Hrvatska 1989.-1992



Davor Marijan (2013).
Obrana i pad Vukovara



Davor Marijan (2008).
Slom Titove armije



Najbar-Agičić,
Magdalena (2013). *U
skladu s marksizmom ili
činjenicama?*

Additional Literature



Mladen Ančić (2008).
*Što "svi znaju" i što je
"svima jasno"*



Davor Domazet Lošo
(2002). *Hrvatska i
veliko ratište*



Ivica Lučić (2013).
Uzroci rata



Rudolf, Davorin (1999).
*Rat koji nismo htjeli:
Hrvatska 1991.*

Demographic Aspects of the Greater Serbian aggression in Croatia 1990-1998

239760

Course Description

The aim of the course is to present the theoretical and methodological concept of considering the demographic causes and consequences of the Serbian aggression on the Republic of Croatia, as well as the historical laws that conditioned that aggression.

ECTS Credits 2.0

English Level L0

E-learning Level L1

Study Hours 15

Learning Outcomes

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

1. Develop knowledge about events in the period 1990-1998. from the demographic aspect within the theoretical understanding of the population
2. Explain the difference between aggression, civil war, occupation, military coup and the like, and especially the demographic consequences of aggression in the Republic of Croatia
3. Define the meaning of wartime demographic destruction in spatial processes, relations and security issues
4. Develop the ability of independent scientific research related to learning the truth about the aggression against the Republic of Croatia
5. Explain the specificity of branch methodologies for considering aggression against the Republic of Croatia
6. Develop the application of demographic projection methods related to direct and indirect war losses
7. Explain the war conditioning on later demographic processes and trends

Grading

Regular attendance of classes, discussion in class, independent preparation of the seminar assignment and passing of the written exam

Study Programme Learning Outcomes

Demography and Croatian Diaspora

- EN ishod -Conduct relevant research on the Croatian resident and emigrant population

Develop cognitive and operational skills for conducting research essential for development concepts and homeland security

Develop the ability to demonstrate the need of the population and emigration in the service of social and political decision-making

Develop a scientifically independent opinion on demographic and emigrant issues

Interpret data on Croatian and global population and emigration

Dual-major studies

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

1 ECTS Pismeni ispit [EN]

0.5
ECTS Seminarski rad [EN]

2 ECTS

Week by Week Schedule

1. Geographical, demographic and security-theoretical concept
2. Demographic indicators and trends before the aggression
3. The main causes of the aggression against the Republic of Croatia
4. Preparation, organization and strategic interest of the military attack on Croatia
5. Aggression against Croatia - the fight for territory and its potential
6. The course of aggression and forced migration
7. Occupation, destruction and planned destabilization
8. Exiles, refugees and displaced persons
9. Demographic consequences of the occupation; demographic destruction and the announcement of the future
10. The liberation of Croatia and the departure of the Serbs
11. Areas of special state concern
12. Return program
13. National program of demographic development
14. Hague contradictions
15. Concluding considerations; aggression against Croatia – the initial impetus to depopulation

Literature



Tanner, M. (1999). *Hrvatska-država stvorena u ratu, knjiga 10*, Hrvatska sveučilišna naklada; Hrvatski institut za povijest



Ante Nazor (2016). *The Croatian War of Independence*, Createspace Independent Publishing Platform



Šterc, S.; Pokos, N. (1993). *Demografski uzroci i posljedice rata protiv Hrvatske*, Društvena istraživanja 4-5



Dražen Živić (2005). *Stanovništvo Hrvatske*, Institut Ivo Pilar

Additional Literature



Jurčević, J. (1999). *Srbijanska oružana agresija na Hrvatsku 1991.-1995. godine. U: Suzama do istine, V. Horvat*, Vukovarske majke. Udruga roditelja i obitelji zarobljenih...



(1991). *Političko-geografska i demografska pitanja Hrvatske*, SGD H, POSEBNA IZDANJA, SVEZAK 8



Šterc, S.; Komušanac, M. (2010). *Historijska geografija-temeljni identitet geografske discipline*, Geografski glasnik 72 (2)

Demographic Projections and Simulations

269704



Course Description

To equip students with knowledge and understanding of population movement projections and the importance of social and economic carriers

activities in the creation of macroeconomic policies.

To develop skills, abilities and competences for the successful execution of projections and simulations on the basis of which it is possible to direct and plan

necessary economic, social, educational, health and other capacities

Learning Outcomes

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

1. Analyze the dynamics of age-structured and interactive populations
2. Describe the indicators of aging and how to evaluate them
3. Prepare data for population projection
4. Predict population development using the cohort-component approach
5. Define scenarios in terms of aggregate indicators
6. Explain the basics of microsimulation models

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Use statistical, quantitative, graphic and geographic software packages

Carry out analytical and scientific procedures of forecasting and modeling the future

Interpret data on Croatian and global population and emigration

Dual-major studies

Week by Week Schedule

1. Matrix record
2. Modeling and simulation of nonlinear populations
3. Programming in R statistical software
4. Dynamics of interactive populations
5. Generation of fertility and mortality scenarios using the Brass method
6. Projection of households
7. Projections of selected countries
8. UN projections
9. Croatian population projections
10. Mid-semester test
11. seminars
12. seminars

ECTS Credits 2.0

English Level L0

E-learning Level L1

Study Hours 15

15

- 13. seminars
- 14. seminars
- 15. seminars

Literature



Juha Alho, Bruce
Spencer (2006).
*Statistical Demography
and Forecasting*,
Springer Science &
Business Media



Samuel Preston, Patrick
Heuveline, Michel
Guillot (2001).
*Demography:
Measuring and
Modeling Population
Processes*, Blackwell

Additional Literature

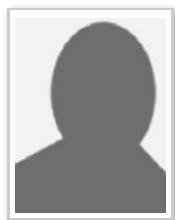


Hullen, G. *Living
arrangements and
households: methods and
results of demographic
Projection*.

Demographic Resources and Potentials

211169

Lecturer



izv. prof. dr. sc.
Monika
Komušanac

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours
15
15

Grading

Mid term Final Exam
Seminar paper

Course Description

To introduce the field of demographical research and methods which are used in demographical analysis

To explain a interrelation of the demographical components

Learning Outcomes

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

1. Explain the causality of social and territorial processes
2. Explain the processes of social structures in the functional organization of territory
3. Describe the importance of development of all social systems and their interrelation
4. Detect the existing social and territorial disproportion
5. Use a different research methods

Study Programme Learning Outcomes

Dual-major studies

Sociology

- Analyze the social effects of certain globalization processes
- Evaluate social impact of social changes in society
- Discuss about current geopolitical issues
- Describe demographic processes
- Describe the elements of social dynamics
- Recognize the elements of cultural/collective memory
- Recognize the generators of conflicts in contemporary society
- Apply qualitative and quantitative data processing programs



Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

0.5
ECTS Seminarski rad [EN]

3 ECTS

Literature



Alica Wertheimer-Baletić (1999).
Stanovništvo i razvoj



Šterc, Stjepan;
Komušanac, Monika
(2012). *Neizvjesna
demografska
budućnost Hrvatske-
izumiranje i supstitucija
stanovništva ili
populacijska
revitalizacija,*
Društvena istraživanja,



Wertheimer-Baletić, A.,
Akrap, A. (2014).
*Prostorni aspekt
demografskih
potencijala u Hrvatskoj
2011.- 2051., U:*
Razvojni potencijali
Hrvatskog
gospodarstva (ur.
Družić, I.), Zagreb:
Hrvatska akademija
znanosti i umjetnosti ;
Ekonomski fakultet
Sveučilišta u Zagreb,



Wertheimer-Baletić, A
(2005). *Razmatranja o
posttranzicijskoj etapi
razvoja stanovništva,*
RADOVI Zavod za
hrvatsku povijest,,
RADOVI Zavod za
hrvatsku povijest

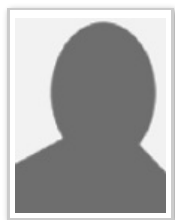
Similar Courses

» -, Oxford

Demographic Revitalization Patterns

253187

Lecturer



izv. prof. dr. sc.
Monika
Komušanac

Course Description

- introduce students to the basic analytical and substantive concept of demographic revitalization
- explain to students the basic principles and principles of demographic revitalization
- explain to the students the complexity of the revitalization basis in accordance with the scope of the revitalization and the systems in which it is implemented
- explain to students the specifics of individual revitalization patterns and possible limitations
- train students to apply standard analytical and special methods and techniques in considering revitalization
- encourage students to apply previous interdisciplinary knowledge in terms of defining spatial issues
- train students to understand, explain and predict future demographic trends and conditions
- develop students' awareness of the importance of the population as a fundamental factor in guiding overall development

Learning Outcomes

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

1. Explain the basic terminologies - substantive and analytical understanding of revitalization and revitalization patterns
2. Explain the basic approach, principles and principles of demographic revitalization
3. Distinguish basic quantitative and qualitative projection (demographic) patterns
4. Define the connections and relations of the population towards other systems and the role of the population in functional planning and organization of space
5. Develop the ability to independently define revitalization measures, taking into account all spatially conditioned specificities

Study Programme Learning Outcomes

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours
15
15

Teaching Assistant
Borna Mažar, mag. geogr.

Grading

Redovito pohađanje
nastave, položen kolokvij,
rasprava na nastavi i
samostalna izrada
istraživačkoga zadatka.



Demography and Croatian Diaspora

Demonstrate the ability for scientific conceptualization of the topic and write and present scientific papers.

Illustrate the need for scientific studies on demographic and immigration issues

Propose political and legal solutions based on scientific research of demographic and emigrant content

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop cognitive and operational skills for conducting research essential for development concepts and homeland security

Dual-major studies

Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

0.5 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

Week by Week Schedule

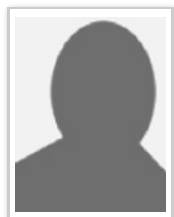
1. 1. Introductory lecture (principle of work, student obligations, literature list, etc.)
2. 2. Theoretical approach to considering demographic revitalization
3. 3. Previous analytical procedure: analysis of demographic trends, selection of key demographic parameters
4. 4. Forecasts and projections of the movement and composition of the population
5. 5. Demographic resources and potentials
6. 6. Qualitative and quantitative analytical patterns
7. 7. Demographic revitalization patterns
8. 8. Revitalization of the population of Croatia
9. 9. Modeling of demographic processes
10. 10. Prerequisites for revitalization
11. 11. Harmonization of population policies in contemporary demography
12. 12. Implementation of revitalization patterns - expectations, limitations, challenges
13. 13. Integrative demographic analysis - proposal for action measures
14. 14. Basis for planning demographic processes
15. 15. The position of demography in contemporary spatial (overall) planning

Demographic Study

253142

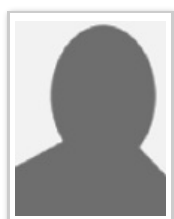


Associate Lecturer



izv. prof. dr. sc.
Monika
Komušanac

Teaching Assistant



izv. prof. dr. sc.
Wollfy Krašić

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	15
	15

Teaching Assistant
izv. prof. dr. sc. Wollfy
Krašić

Grading
Active participation in
consultative classes,
preparation of exercises
and presentations.

Course Description

The goal of the course is to train students for the proper application of scientific methods and techniques in research, and the application of theoretical and practical knowledge acquired during studies in the preparation of a complete demographic study.

Learning Outcomes

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

1. Explain demographic data using appropriate statistical methods
2. Differentiate between different statistical methods for the needs of demographic data analysis
3. Apply theoretical and practical knowledge acquired during studies
4. Explain different data
5. Explain the results of the research

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Demonstrate the ability for scientific conceptualization of the topic and write and present scientific papers.

Illustrate the need for scientific studies on demographic and immigration issues

Use statistical, quantitative, graphic and geographic software packages

Propose political and legal solutions based on scientific research of demographic and emigrant content

Carry out analytical and scientific procedures of forecasting and modeling the future

Dual-major studies

Screening of student's work

ECTS ¹ Pohađanje nastave [EN]

ECTS ¹ Istraživanje [EN]

ECTS ¹ Referat [EN]

3
ECTS

Week by Week Schedule

1. introductory discussion
2. determining the topic and subject of the research
3. argumentation in an academic text
4. paraphrasing and citing
5. organization of the bibliographic unit
6. theoretical starting points, research questions, goals and hypotheses
7. data collection methods
8. data processing and analysis, determination of sample and population
9. qualitative methods of scientific research
10. quantitative methods of scientific research
11. construction of analytical matrix and content unit
12. presentation of research results
13. preparation of the presentation
14. evaluation and assessment
15. final consideration

Demography

53914

Lecturer



izv. prof. dr. sc.
Dario Pavić

ECTS Credits	5.0

English Level L1

E-learning Level L1

Study Hours

30

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.

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

Study Programme Learning Outcomes

Communication Studies

Sociology

Analyze the social effects of certain globalization processes

Describe demographic processes

Describe the elements of social dynamics

Organize data to create strategies

Recognize the generators of conflicts in contemporary society

Recognize the elements of cultural/collective memory

Apply qualitative and quantitative data processing programs

Evaluate appropriate ways of intervention of a certain social issue

Discuss about current geopolitical issues

Develop and select different problem-solving strategies

General Competencies

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

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

Outline causal relationships between the social phenomena.

Demonstrate the social impacts of the public policies.

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

Screening of student's work

2
ECTS Pohađanje nastave [EN]

1
ECTS Pismeni ispit [EN]

1
ECTS Seminarski rad [EN]

1
ECTS Literature

5
ECTS

Forms of Teaching

- » Predavanja
 - » Lectures are held once a week (two hours)
- » Seminar
 - » Seminars are held once a week (two hours)

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.

Similar Courses

» Fundamentals of Population Science, Oxford

Developmental disabilities of Children and Youth 214006

Lecturer



izv. prof. dr. sc.
Dario
Vučenović

Course Description

Introduce students to the developmental difficulties of children and adolescents that clinical psychologists most often encounter in practice.

To enable students to acquire skills and abilities to determine the suitability of modern therapeutic techniques based on appropriate theoretical background and skills and abilities to plan, evaluate and evaluate the achievement of treatment

children and adolescents.

Understand, evaluate and know the processes and dynamics of working with children and adolescents and their parents.

Develop sensitivity and personal capacity to work with children and youth with developmental disabilities.

Learning Outcomes

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

1. Recognize and distinguish the most common developmental issues of children and adolescents.
2. Identify and assess the appropriate use of modern counseling and psychotherapeutic techniques with regard to developmental issue
3. Assess one's own ability to apply certain techniques and their interpretation critically
4. Evaluate critically one's own professional role in working directly with people
5. Assess the importance of specific communication skills for successful psychological practice
6. Apply previously learned theoretical knowledge to psychology practice

Study Programme Learning Outcomes

Psychology

ECTS Credits	3.0

English Level L0

E-learning Level L2 (20%)

Study Hours 30

Teaching Assistant
Jelena Flego, pred.

Grading

Partial exam - 30%
Student project - 50%
Class attendance - 20%

60 % - 69 % - dovoljan 70
% - 79 % - good 80 % -
89 % - very good 90 % -
100 % - excellent

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Projekt [EN]

0.5
ECTS Ostalo 1. (upisati) [EN]

3 ECTS

Week by Week Schedule

1. Course introduction, specifics of psychological examination of children
2. Neurodevelopmental disorders, urge control disorders, disruptive disorder and behavioral disorder
3. Eating disorders, elimination disorders
4. Anxiety and depressive disorders, disorders with somatic symptoms and disorders associated with trauma
5. Chronic and terminal diseases in children - guest lecturer
6. Application of game therapy - guest lecturer
7. Application of creative techniques - art and music
8. Application of creative techniques - psychodrama and dance
9. Canine assisted therapy
10. Equine assisted therapy
11. Application of biofeedback and neurofeedback techniques - guest lecturer
12. Application of techniques in virtual reality - practical classes
13. Student projects
14. Student projects presentation and evaluation
15. Student projects presentation and evaluation

Literature



Gruden, Z. (1996). *Dječja psihoterapija*, Medicinska naklada Zagreb



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



Fine, A. H. (2019). *Handbook on animal-assisted therapy: Foundations and guidelines for animal-assisted interventions*, Academic press



Nietzel, M.T., Bernstein D.A., Milich, A. (2001). *Uvod u kliničku psihologiju*, Naklada Slap



Schroeder, C. S., Gordon, B. N. (1991). *Assessment and treatment of childhood problems*, New York: The Guilford Press



Van Fleet, R., Sywulak, A. E., i Caparosa Sniscak, C. (2011). *Child-centered Play Therapy*, Guilford Press

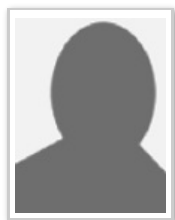


Zeanah, C. H. (1993).
*Handbook of Infant
Mental Health*, New
York: The Guilford Press

Developmental Psychology

200551

Lecturer



izv. prof. dr. sc.
Lovorka
Brajković

Course Description

The aim of the course is to introduce students to a systematic review of scientific concepts and insights in the field of developmental psychology, with particular emphasis on phenomena during adolescence, and to enable students to connect theory with practice: handling developmental concepts and applying knowledge about the specificity of adolescence in organizing classes, monitoring student progress and understanding of individual differences in physical and mental development.

Learning Outcomes

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

1. Recognize the developmental traits and achievement of each student in the psychomotor, intellectual, emotional and social fields
2. Design facts and rules for class according to the developmental achievements of classes and individuals
3. Identify deviations and reasons for deviations of the individual student from the average developmental path
4. Support healthy learning and motivation in accordance with an understanding of Positive Psychology
5. Develop constructive cooperation and parents' counseling regarding student development
6. Support quality social relationships in the classroom and develop the classroom as a learning community

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Croatian Latinity

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Croatology

History

History

ECTS Credits	4.0

English Level L1

E-learning Level	L1

Study Hours

30

15

Teaching Assistant
Jelena Flego, pred.

Grading

Regular attendance is required for exams (max 3 absences); passing the exam is a minimum of 60% of correctly completed tasks; 60% - 69% - sufficient (2); 70 - 79 - good (3); 80 - 89 - Very Good (4); 90 - 100 - excellent (5)

Sociology

- Evaluate social impact of social changes in society
- Describe the elements of social dynamics
- Recognize the generators of conflicts in contemporary society
- Recognize the elements of cultural/collective memory
- Modify the explanations and basic terminology of sociological tradition to target population
- Understand the social mechanisms of interaction

Sociology

- Evaluate social impact of social changes in society
- Describe the elements of social dynamics
- Recognize the generators of conflicts in contemporary society
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Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Pismeni ispit [EN]

1
ECTS Seminarski rad [EN]

4
ECTS

Week by Week Schedule

1. Introduction to Psychology and Developmental Psychology
2. Theories of Human development
3. The biological basis of development; Infant age: early learning, motor skills and perceptual abilities
4. Physical Development: brain development, factors that influence on physical development (biology and environment)
5. Cognitive Development: Piaget, Vygotsky
6. Emotional Development; temperament; attachment
7. Developing a self-concept (self-understanding, self-esteem, identity-building)
8. Exam 1
9. Moral Development (Piaget, Kohlberg)
10. Developing sex identity, gender, stereotypes and sex roles
11. Puberty: physical development, cognitive development and brain development
12. Adolescence
13. Family and peers - context for development; Media and schooling
14. Positive Psychology and development
15. Exam 2

Literature



Berk, L.E. (2015).
*Dječja razvojna
psihologija.*,
Jastrebarsko, Naklada
Slap



Berk, L.E. (2008).
*Psihologija
cjeloživotnog razvoja
(odabrana poglavlja)*,
Jastrebarsko, Naklada
Slap

Similar Courses

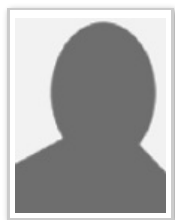
» Developmental psychology, Oxford

Development in the Social Context

53863



Lecturer



izv. prof. dr. sc.
Dario
Vučenović

Course Description

Course content enables students to interpret human behavior and development through a multidimensional approach. Students will be introduced to a biochemical approach to the study of the impact of physical, social and psychological environments on the development of children and young people and to differentiate the environmental impacts from the individual characteristics of the individual to interact in everyday life. Through critical analysis of various development theories and contemporary research, students will gain insight into the outcomes of environmental factors at different levels of the ecological model of development and to compare the behavior of children and young people with regard to the social and cultural context. Students will distinguish between the risk of microsystems, mesosystems, exosystems and macrosystems on parenting behavior and the development of children and young people. Students will analyze the importance of different ecological systems on the behavior of children and young people, the consequences of transition and one system to the other, and the impact of the quality of interconnection between systems, especially in the social context. Students will discuss seminar work and workshops independently, but also in groups, to discuss the relation of the subjects with the basis of developmental, social and clinical psychology, review their own attitudes and gain the experience of presenting scientific research in a group context. Also, students will be constantly encouraged to reflect on the possibilities of developing and implementing preventive and intervention programs and strategies for children and young people at all levels of the ecological model.

Learning Outcomes

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

1. Explain the main concepts and propositions of the biochemical theory of human development
2. Define and differentiate the paradigm of research in developmental psychology with regard to whether they can make conclusions about the impact of the interaction between the characteristics of a person and different levels of environmental context on individual development
3. Interpret the Macro and Exposure Implications of the System to Functioning and Possibilities of Development of Poor and Socially Excluded Families, Children and Youth, as well as other vulnerable and marginalized social groups

ECTS Credits	4.0
English Level	L0
E-learning Level	L1
Study Hours	30
	15

Teaching Assistant
Jelena Flego, pred.

Grading

Conditions for taking the course include the signature of the teacher as proof of regular attendance (maximum of 3 absences), the seminar paper and the oral exam are presented and presented. Evaluation of seminars and presentations is up to 40% of the total grade of the course, 10% of the final grade is obtained on the basis of the regularity of the lessons, and the remaining 50% of the marks are the points that can be collected on the final oral exam, which corresponds to the volume, content and the corresponding ECTS points course throughout the semester. The oral exam includes essay-type questions, and the assessment of the content of the course, its presentation, as well as the correlation with the related degree and the critical reflection on the topics of the seminar will be evaluated.

4. Describe the main demographic, economic and social changes in the contemporary society that affect the life of young people in transition at an adult age
5. Analyze and compare how the research results of child and youth development in the Croatian social context can be related to the results of foreign research and to explain the intercultural similarities and differences
6. Demonstrate ethical sensitivity for working with people and collaborating with experts beyond their own social context and suggest interventions to encourage positive development
7. Develop ethical sensitivity in working with people and collaboration with experts outside their own social context.

Study Programme Learning Outcomes

Psychology

Assess one's own oral and written professional communication skills and create complex communications and interdisciplinary cooperation in different professional environments

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities

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

Value the importance of lifelong professional development

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

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Seminarski rad [EN]

²
ECTS Usmeni ispit [EN]

4
ECTS

Forms of Teaching

- » Predavanja
 - » twice a week
- » Seminar
 - » jedan sat tjedno
- » Terenske vježbe

» interview and/or data gathering for case study

Week by Week Schedule

1. Applied Developmental Psychology: Definition, Area and Purposes
2. Bronfenbrenner: the ecological-system theory of human development
3. Biochemical Model of Human Development: Defining and Operationalizing the Model
4. Proposals of the biochemical model of human development: biological and cognitive development
5. Attachment, friendship and influence of peer groups on the development of children and young people: behavior, relationships and roles
6. Development of emotional intelligence in a family environment: children and young people with behavioral problems
7. Family in Contemporary Society: Changes, Challenges and Roles in the Development of Children and Young People
8. Social Impact on Parenting: Parenting Theory, Dimension of Parenting, and Styles of Education
9. Educational system: factor of personal development of the individual and social change
10. Adolescence, Social Changes and Growth in a Contemporary Society: Challenges and Difficulties
11. Risk and Protective Factors of the Community: Review of Preventive Programs and Treatment
12. The impact of social policies and social values on the achievement of development tasks
13. Social Context and Mental Problems of Children and Youth: Abuse of Addiction and Health Behavior
14. Developmental Psychology of Professional Identity: the transition to the world of work and retirement in the social context
15. Cultural Influences in Developmental Psychology - Migration and Terrorism, Media and Social Networks

Literature



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



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



Brajsa-Žganec, A., Lopižić, J., Penezić, Z. (ur.) (2014). *Psihološki aspekti suvremene obitelji braka i partnerstva*, Naklada Slap

Additional Literature



Ross Vasta, Marshall M. Haith, Scott A. Miller (1997). *Dječja psihologija*



Katica Lacković-Grgin (2006). *Psihologija adolescencije*

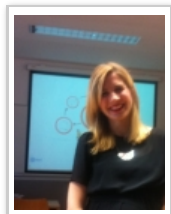


Ninoslava Pećnik (2003).
*Međugeneracijski prijenos
zlostavljanja djece*

Development of psychological research

201199

Lecturer



izv. prof. dr. sc.
Maša Tonković
Grabovac

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.

Learning Outcomes

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

1. Explain the research process and the principles of planning, organizing, and conducting a research project.
2. Analyze and evaluate the strengths and limitations of different approaches to conducting a research project.
3. Identify and assess key elements, risks, and challenges in the planning and implementation of research.
4. Apply acquired knowledge to independently plan, organize, and conduct a research project.
5. Design a comprehensive project plan and develop concrete research procedures. Demonstrate research results in written and/or practical form.
6. Demonstrate research results.
7. Evaluate research projects (own or others').

Study Programme Learning Outcomes

Psychology

Analyze and, in the context of European and/or world research on the subject phenomenon, interpret and evaluate the findings of similar psychological research conducted in Croatia.

Create basic and/or applied psychological research and construct and metrically evaluate psychological measuring instruments

Create professional and scientific reports based on empirical data using scientific literature and choose appropriate methods of data processing and reporting on the results of research and professional work

ECTS Credits 4.0

English Level L0

E-learning Level L2 (5%)

Study Hours
30
15

Grading

Student Obligations / Requirements for Course Credit: Regular attendance at classes Defense of the research proposal (group oral presentation in class during the first half of the semester) Participation in the implementation of the joint research project and group analysis of one research problem (presentation of research results is not mandatory, but provides an opportunity for students to be exempted from the oral exam) Oral Examination – verification of learning outcomes through individual presentation of the research results analyzed during the semester. Students may be exempted from the oral exam by collecting points during the semester (maximum 100 points). Points are earned through different activities: Class attendance: Presence (up to 2 absences): 5 points Active participation: up to 5 points Defense of the research proposal: 50 points Oral exam / presentation of research results: 40 points Final grades are determined based on the total number of points earned: 51–63 → sufficient (pass) 64–75 →



Critically evaluate professional and scientific literature from psychology and related disciplines and create new scientific knowledge

good 76–87 → very good
88–100 → excellent

Critically judge multivariate statistical procedures with regard to their limitations and to the satisfaction of theoretical assumptions in concrete application situations

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

Assess one's own oral and written professional communication skills and create complex communications and interdisciplinary cooperation in different professional environments

General Competencies

At the level of the Master's program in Psychology, this course serves to systematize and consolidate knowledge in the areas of research methodology, statistics, multivariate methods, and courses related to psychological measurement. Particular emphasis is placed on developing competencies for integrating and applying this knowledge in real professional and research contexts.

With regard to the specific intended learning outcomes, it is expected that the course will enhance students' ability to:

Learning Outcomes - Intellectual (Cognitive) Skills

Explain the research process and the principles of planning, organizing, and conducting a research project.

Analyze and evaluate the strengths and limitations of different approaches to conducting a research project.

Identify and assess key elements, risks, and challenges in the planning and implementation of research.

Learning Outcomes - Practical and Generic Skills

Apply acquired knowledge to independently plan, organize, and conduct a research project.

Design a comprehensive project plan and develop concrete research procedures.

Demonstrate research results.

Evaluate research projects (own or others').

Connection of Learning Outcomes and Grading

The project assignment will assess learning outcomes 1–4.

The oral examination will assess all learning outcomes.

Screening of student's work

1.5
ECTS Pohadanje nastave [EN]

0.5
ECTS Istraživanje [EN]

1 ECTS Usmeni ispit [EN]

1 ECTS Projekt [EN]

4 ECTS

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. 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*

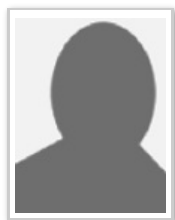
Similar Courses

- » Izradba psihologijskog istraživanja, Oxford

Deviance at the Workplace

269857

Lecturer



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.

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

Study Programme Learning Outcomes

Sociology

- Create a project proposal
- Organize data to create strategies
- Apply knowledge of sociological theories in managing conflict situations
- Understand the social mechanisms of interaction

ECTS Credits 4.0

English Level L3

E-learning Level L1

Study Hours
15
15

Teaching Assistant
dr. sc. Krunoslav Borovec,
nasl. doc.

Grading

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



Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Istraživanje [EN]

1
ECTS Projekt [EN]

4
ECTS

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

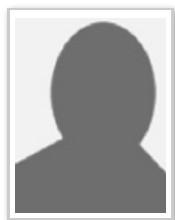
- » Workplace Violence, Oxford

Didactics

96487



Lecturer



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.

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, Montessorri, 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)

Study Programme Learning Outcomes

Dual-major studies

Design of didactic content: planning, performing and evaluation of teaching

Philosophy

Croatian Latinity

Croatology

Croatology

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
30
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).

Interpret and critically judge literary text

Critically relate to mastered content and argue your conclusions in written and oral form

History

History

Psychology

Sociology

Modify the explanations and basic terminology of sociological tradition to target population

Sociology

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.

Screening of student's work

ECTS ¹ Pohađanje nastave [EN]

ECTS ¹ Pismeni ispit [EN]

ECTS ¹ Istraživanje [EN]

ECTS ¹ Seminarski rad [EN]

4
ECTS

Forms of Teaching

» Predavanja

» Lecturer will hold Power point presentations based on selected literature

» Seminar

» Students represent their selected topics through Power point presentation

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

Additional Literature



Bognar, L., Matijević, M. (2005). *Didaktika*, Školska knjiga

Similar Courses

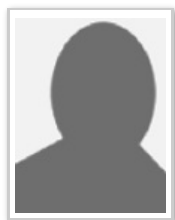
» Didaktika, Oxford

Digital activism

285535



Lecturer



doc. dr. sc.
Vanesa Varga

ECTS Credits 5.0

English Level L0

E-learning Level L1

Study Hours 30

Grading
Kolokviji i pismeni ispit.

Course Description

Digital activism involves online mobilization of citizens, dissemination of ideas, gathering members, collecting donations, promotion, strengthening social movements, organizing protests, communicating with citizens, collecting signatures, informing and exposing social injustices. The course explores the relationship between the internet, social movements and social change. The theoretical framework consists of the theory of social movements and the theory of the networked society. The aim of the course is to provide insight into the analysis and criticism of strategies, methods and tools of online activism using examples from around the world and Croatia.

Learning Outcomes

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

1. Describe the role of the internet in social movements and change.
2. Explain key concepts such as mobilization, video activism, hashtag activism, etc.
3. Recognize examples of digital activism.
4. Analyze digital campaigns and what strategies were used to attract public attention.

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Coordinate discussions and provide explanatory comments on a number of issues primarily of a communication nature, but also of a social, cultural or political nature

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize the needs and readiness for lifelong professional development

Recognize and interpret with arguments the interdisciplinary

nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Show the application of theoretical knowledge of communication studies

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Develop oral and written communication skills

Develop competences in professional and interdisciplinary teamwork

Develop social skills

Command of professional English

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Kolokviji [EN]

¹
ECTS Pismeni ispit [EN]

¹
ECTS Seminarski rad [EN]

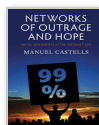
5
ECTS

Week by Week Schedule

1. Introductory lecture about the course, course objectives, class schedule, student obligations, and compulsory and optional literature.
2. Media and social change; the impact of traditional and new media on social injustices, human rights and the environment.
3. Basic theoretical starting points and approaches to studying digital activism, social movement theory, network society theory.
4. Activism; definition of the term, basic characteristics, basic types.
5. Culture of participation and e-participation; the role of the internet in expressing opinions, the possibility of more pronounced action and influencing the environment.
6. Digital activism; definition of the term, basic characteristics, basic types.
7. Social media and activism; "Facebook politics", "YouTube democracy", "Twitter revolution", etc.
8. Hashtag activism and video activism; analysis of strategies and criticism, #MeToo, #BlackLivesMatter, etc.
9. Criticism of digital activism; slacktivism ('lazy activism') and 'clicktivism', commercialization of activism, activism as a trend.
10. The role of journalism and citizen journalism in social changes and movements.

11. Presentation and analysis of selected examples of online mobilization of citizens (Arab Spring 2010-2011, France "yellow vests" 2018, Hong Kong 2019, etc.)
12. "Call out culture" and "cancel culture" as activism.
13. Ecological online activism, online animal protection activism.
14. Humanitarian actions on the internet.
15. Digital activism in Croatia.

Literature



Manuel Castells (2012).
Networks of outrage and hope – social movements in the Internet age, Wiley



Manuel Castells (2000).
Uspon umreženog društva, Golden marketing



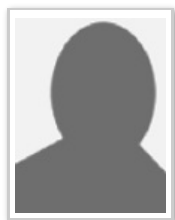
Mary Joyce (ur.) (2010).
Digital Activism Decoded The New Mechanics of Change, Idebate Press

Digital Sociology

227716



Lecturer



doc. dr. sc.
Erik Brezovec

ECTS Credits 3.0

English Level L3

E-learning Level L3 (5%)

Study Hours
15
15

Teaching Assistant
dr. sc. Marija Zelić

Grading

Regular attendance of lectures (75% attendance), attendance of lectures and seminars, active participation in seminar discussions, preparation of own seminar papers and presentations, completion of independent assignments, taking the oral examination.

Course Description

To familiarise students with the basic terms and concepts of digital sociology in the context of Croatian and world society.

To conduct an analysis of the process of digital transformations of classical patterns of sociability and to develop new methodological-conceptual sociological tools.

To enable students to understand and apply theoretical concepts and empirical analysis of digital-technological and social context of society.

Learning Outcomes

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

1. Identify digital processes in society itself
2. Recognize the basic characteristics of digital processes in the Republic of Croatia and in the world
3. Apply the acquired knowledge to understand the relationship between the technological and social dimensions of the digital age
4. Explain the positive and negative effects of the digitalization process at the global and national level
5. Describe the consequences of the digital transformation of social space
6. Explain the basic theoretical postulates of digital sociology
7. Relate the process of digitalization and the transformation of modern social communities

Study Programme Learning Outcomes

Sociology

- Evaluate social impact of social changes in society
- Explain the role of sociology in society
- Interpret certain social processes using knowledge of sociological theories

Screening of student's work

ECTS ¹ Pohađanje nastave [EN]

ECTS ¹ Seminarski rad [EN]

ECTS ¹ Usmeni ispit [EN]

3
ECTS

Week by Week Schedule

1. Introduction to the topic of digital sociology; presentation of course objectives, syllabus and literature
2. Area overview and basic concepts of digital sociology
3. Digital technologies and society (web, ICT, Big Data)
4. Methods, tools and data in the analysis of digital sociology
5. Social relations and social action in the digital environment
6. Social and digital space
7. Digital communities
8. Digital economy
9. The role of the media in digital society
10. Digital business organization
11. Digital divide and inequality
12. The relationship between the technological and social dimensions of society
13. Surveillance capitalism
14. Big Data and social implications
15. Final lecture and recap

Literature



Prior, N., Orton-Johnson, K. (ed.) (2013). *Digital Sociology: Critical Perspectives.*, Palgrave Macmillan UK



Gregory, K., McMillan Cottom, T., Daniels, J. (ed.) (2017). *Digital sociologies*, Policy Press



Lupton, D (2014). *Digital Sociology*, Routledge



Marres, N. (2017). *Digital Sociology: The Reinvention of Social Research*, Polity

Additional Literature



Salganik, M. (2017).
*Bit by bit: Social
research in the digital
age*, Princeton
University Press



Berardi, F. B. (2014).
*And: Phenomenology of
the end: cognition and
sensibility in the
transition from
conjunctive to connective
mode of social
communication*,
Unigrafia, Finland: Aalto
University publication
series

Similar Courses

» Digital Social Research: Methods Core, Oxford

Diploma Thesis (Science Stream)

64811

Teaching Assistants



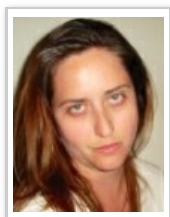
doc. dr. sc.
Mijo Beljo



doc. dr. sc.
Erik Brezovec



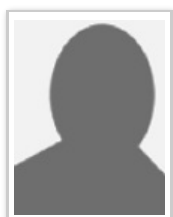
izv. prof. dr. sc.
Domagoj
Brozović



doc. dr. sc.
Eva Katarina
Glazer



izv. prof. dr. sc.
Marko Jerković



izv. prof. dr. sc.
Wollfy Krašić



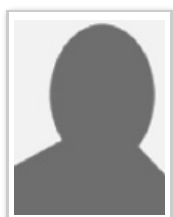
Stjepan
Matković,
nasl. prof. dr.



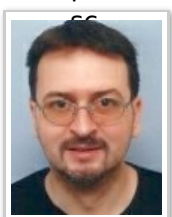
izv. prof. dr. sc.
Kristina Milković



Nenad Pokos,
nasl. prof. dr.
sc.



doc. dr. sc.
Vladimir
Šumanović



prof. dr. sc.
Mladen
Tomorad



izv. prof. dr. sc.
Vlatka Vukelić

ECTS Credits 30.0

English Level L0

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.

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).

Study Programme Learning Outcomes

History

- Integrate critical models of thinking belonging to historical sciences into the unique ability of historical thinking
- Use methods of explanation and interpretation of historical
- Critically judge various descriptive and normative beliefs and attitudes
- Support the further development of the historical profession based on the principles of scientific rationality, international recognition, scientific excellence and integrity
- Present complex scientific and non-scientific content in written and oral form
- Apply traditional historical terminology and nomenclature
- Prepare and present written and oral presentations of complex academic and non-academic content
- Conduct scientific research in the field of historical sciences and write historical papers in a clear and organized manner

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

30	Istraživanje [EN]
ECTS	
30	
ECTS	

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.*

Diplomatic and Consular Affairs

269809

Lecturer



izv. prof. dr. sc.
Kristian Turkalj

Associate Lecturer



Ivica Kinder,
nasl. doc. dr.
sc.

Course Description

To acquaint students with the main issues of diplomatic and consular activity and to consider the international regulations governing these relations.

Develop students' knowledge of how international relations function.

To analyze in more detail the international legal sources of diplomatic and consular affairs.

To train students for involvement in work in diplomatic and consular affairs and to acquaint students with basic protocol rules

behavior in the international environment.

Learning Outcomes

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

1. Explain the diplomatic-consular conditionality of the development of relations and the ability to analyze the issue in question through the understanding of emigrant potential
2. Explain basic diplomatic and consular terms and their use in professional-scientific and public explanation of the issue
3. Analyze the key relationships between the emigrant and resident population through diplomatic-consular activities
4. Describe the demographic and emigrant issues in the context of diplomatic and consular activity
5. Explain the basics of consular protection of EU citizens

ECTS Credits 2.0

English Level L0

E-learning Level L1

Study Hours
15
15

Grading

Attendance and discussion in class, preparation and defense of the project and oral exam. In addition to the classic methods of monitoring through lectures, seminar papers, exams, interviews, tests and the like, independent research papers are especially valued and through mentoring they are raised to the level of the student's possible performance at scientific and professional gatherings or publication in appropriate journals. It is a special motive for students in developing independence and in confirming their cognitive power. In this way, students can already during their studies publish and create assumptions for future work and employment in research teams.



6. Describe the differences between institutes that regulate diplomatic affairs and those that regulate consular affairs
7. Analyze the international legal norms that regulate diplomatic and consular affairs with regard to the extensive relations of the Republic of Croatia with other countries, its emigration and membership in international organizations

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop the ability to demonstrate the need of the population and emigration in the service of social and political decision-making

Develop knowledge about the demographic conditionality of the overall development and demonstrate its importance for Croatia by understanding the emigrant potential.

Develop the ability to terminologically understand demographic and immigrant terms in students

Develop a scientifically independent opinion on demographic and emigrant issues

Dual-major studies

Week by Week Schedule

1. Introductory lecture
2. Sources of international law and rules for concluding international agreements
3. Subjects of international law
- 4.
5. A man in international law
6. Protection of the rights of ethnic minorities - protection of Croatian minority communities
7. Diplomatic relations
8. Diplomatic negotiations
9. Diplomatic privileges and immunities
10. Diplomatic missions
11. Diplomatic correspondence
12. Diplomatic protocol
13. Consular relations
14. Consular functions
15. Final lecture

Literature



Juraj Andrassy (1990).
Međunarodno pravo



Zoran Pičuljan
Diplomacija kao državna služba



Svjetlan Berković (1997).
Diplomatsko i konzularno pravo

Economic History of Croatian Modern Society

202692

Lecturer



izv. prof. dr. sc.
Vlatka Vukelić

ECTS Credits	4.0

English Level L1

E-learning Level L1 (10%)

Study Hours 30

Grading

Assessment will be based on active participation in class, and on written and oral exam

Course Description

The basic aims of the course are to acquaint students with the basics of economic history, its development on European soil from the Middle Ages to modern times, and in this context to explain the economic opportunities on the soil of Croatia. In doing so, the aim is to develop constructive causal and critical development of how the global European economic conditions directly influenced the development of the economy in the territory of the Croatian lands. Particular emphasis will be given to the structural period of Croatia's modernization within the state structures in which Croatian countries were located.

Learning Outcomes

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

1. Describe the basic historiographic thesis about economic history of middle and early Modern Times
2. Describe and analyze the most important processes that had shaped economic history of Europe
3. Explain the cause-and-effect relationships of official policies and economic development, both in Europe and in the territory of Croatian countries,
4. Describe and compare the development processes of (for example) agriculture, crafts or trade in different historical periods
5. Describe and analyze the economic doctrines that were popular in certain historical periods and explain their reflection on the European and Croatian historical space
6. Describe and analyze the peculiarities of the development of economic thought in Croatia in relation to European and American examples

Study Programme Learning Outcomes

Dual-major studies

History

History

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Connect and evaluate different historical points of view, including the points of view of Croatian historians in the context of the history of science

Present complex scientific and non-scientific content in written and oral form

Prepare and present written and oral presentations of complex academic and non-academic content

Conduct scientific research in the field of historical sciences and write historical papers in a clear and organized manner

Consider the justification of various theoretical and practical proposals, taking into account the specificities of various areas of life and work environments

Determine and justify the basic ideas and principles on which modern democratic societies rest

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Pismeni ispit [EN]

¹
ECTS Usmeni ispit [EN]

4
ECTS

Week by Week Schedule

1. 1. Introduction to Economic History: Time, Space, Economic Processes
2. 2. Revival of economic activity along the Mediterranean in the Middle Ages: communes, crusades and maritime republics
3. 3. Economic Thought in Croatia in the Middle Ages
4. 4. Modern times and the dynamization of economic activities
5. 5. Taking over the leading economic role of countries along the Atlantic Ocean
6. 6. The Economy of European Countries in the New Age
7. 7. Economic Thought in Croatia in the New Age
8. 8. The economy of Croatian historical countries within the Habsburg Monarchy in the new century
9. 9. Freedom to craft: machinery, factories and factory production in England, the Netherlands and France
10. 10. The state of economic development in the Croatian historical area - the end of the conflict with the Ottomans
11. 11. Croatian Countries as a Link between North and South of Europe
12. 12. Mercantilism in Europe
13. 13. The influence of mercantilist ideas on Croatian lands
14. 14. Development of Croatian countries in the late 19th and early 20th centuries
15. 15. The Croatian Economy after the First World War

Literature



Valdemar Lunaček
(2004). *Povijest
ekonomskih doktrina*



Vladimir Stipetić
(2013). *Povijest
hrvatske ekonomske
misli*



Igor Karaman (2000).
*Hrvatska na pragu
modernizacije, 1750-
1918*



Igor Karaman (1991).
*Industrijalizacija
građanske Hrvatske*



Igor Karaman (1972).
*Privreda i društvo
Hrvatske u 19. stoljeću*

Additional Literature



Mira Kolar (2002).
*Organizirano obrtništvo
u Hrvatskoj*

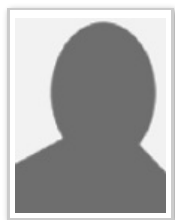


Karaman, Igor (1989).
*Privredni život Bandske
Hrvatske od 1700. do
1850.*, SNL

Economic Potentials of Emigrants

269804

Lecturer



Marina Perić
Kaselj,
nasl. izv. prof.
dr. sc.

Course Description

To develop in the participants knowledge about the economic potential of the Croatian emigration.

To analyze in more detail the specificities of individual emigrant communities according to their basic characteristics.

Consider the regional-economic aspect of emigration.

Acquaint students with the overall migration cycle: departure, stay, interest in returning, economic integration and return.

Consider the reference circle of European countries; net migration-economic balance.

Train students for inclusion in the work of migration-economic institutions.

Train students to preserve, strengthen and develop the economic links of the Croatian emigration with Croatia.

Establish a model of economic development in Croatia according to the potential of Croatian emigration.

Learning Outcomes

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

1. Define economic migration cycles and trends and migration areas according to economic parameters
2. Explain the economic role of immigrant communities in countries of immigration
3. Analyze the economic cooperation between Croatia and countries with a significant Croatian emigrant population
4. Recognize the potential of expanding the scope of activities of Croatian institutions that serve or can serve for the economic/investment connection of emigration with Croatia
5. Recognize areas of possible branch economic connection between emigration and Croatia
6. Prepare appropriate studies and reports in the function of economic connection between expatriate and domiciled Croatia

Study Programme Learning Outcomes

ECTS Credits	3.0

English Level L0

E-learning Level	L1

Study Hours

Study Hours	Frequency
15	15
15	15

Teaching Assistant
dr. sc. Natasha Kathleen
Ružić

Grading

Attendance and discussion in class, report and oral exam. In addition to the classic methods of monitoring through lectures, seminar papers, exams, interviews, tests and the like, independent research papers are especially valued and, through mentoring, they are raised to the level of the student's possible performance at scientific and professional gatherings or publication in appropriate journals. This is a special motive for students in developing their independence and confirming their cognitive powers. Thus, students can already publish and create assumptions for future work and employment in research teams

Demography and Croatian Diaspora

Explain the gravity of the problem of today's level of demographic negativity and emigrants' separation from their home country

Carry out analytical and scientific procedures of forecasting and modeling the future

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop the ability to demonstrate the need of the population and emigration in the service of social and political decision-making

Dual-major studies

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Referat [EN]

¹
ECTS Usmeni ispit [EN]

3
ECTS

Week by Week Schedule

1. Introductory lecture
2. Economic emigrant potential - branch aspect
3. Economic emigrant potential - spatial aspect
4. Contemporary economic development models - analysis of the situation in Croatia, the EU and countries of emigration
5. Emigrant remittances and the issue of social peace
6. Investments from the Croatian emigration
7. Partner institutions - external environment and Croatian position
8. Comparative analysis of the reference state and economic doctrines
9. Croatian potential economic development models
10. Croatian economic and emigrant peculiarities
11. Encouraging return - tax and other incentive models
12. Multidisciplinary approach to the economic-emigrant issue
13. Partnership relations and patterns - institutions, media, counties, local self-government
14. Communication activity
15. Final lecture

Literature



Trager, L., Perez, R., Koenig, D., Cohen, J., Sancak, M., Finke, P., Newell, S., Grigolini, S., Lubkemann, S. and more (2013). *Migration and Economy: Global and Local Dynamics*, Kindle Edition

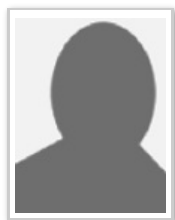


Jurčić, Ljubo – Barišić, Antea (2018). *Determinante, trendovi i implikacije suvremenih migracija*, Tradicionalno savjetovanje - Ekonomska politika Hrvatske u 2018

Educational Psychology

53870

Lecturer



Andreja Brajša-
Žganec,
nasl. prof. dr.
sc.

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.

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.

Study Programme Learning Outcomes

Psychology

Critically judge the outcomes and consequences of one's own professional work, as well as one's own professional competences, knowledge and skills in accordance with changes and standards of the profession and national and European regulations

Assess one's own oral and written professional communication skills and create complex communications and interdisciplinary cooperation in different professional environments

Self-evaluate responsibility, autonomy and initiative in work

ECTS Credits 4.0

English Level L1

E-learning Level L2

Study Hours
30
15

Teaching Assistant
dr. sc. Ana Petak

Grading

Students are evaluated continuously during the semester. The final grade is based on following elements: two tests or final written exam (80 points), and group assignment (20 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%.



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.

Learning Outcomes - Intellectual (Cognitive) Skills

Critically evaluate theoretical knowledge from core areas of psychology and its relation to various branches of applied psychology.

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

Learning Outcomes - Practical and Generic Skills

Apply acquired knowledge in work within school and educational contexts.

Connection of Learning Outcomes and Grading

Explain and critically evaluate various theories, methods, and approaches in the field of educational psychology.

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

Additional Literature



Woolfolk, A. (2016). *Edukacijska psihologija*, Naklada Slap



Sorić, I. (2014). *Samoregulacija učenja*, Naklada Slap

Similar Courses

» Educational psychology, Oxford

Electoral Systems

238021

Lecturer



izv. prof. dr. sc.
Monika
Komušanac

Course Description

To enable students to acquire basic knowledge and develop knowledge about election laws, systems and models.

To consider the legality of Croatian national and local elections and elections for the European Parliament and their reflections on the organization of the Croatian political system and society.

Show and confirm the application of democratic standards in elections in Croatia.

By comparing the Croatian electoral system and the electoral systems of European countries of developed democracies, realize the need for harmonization.

Draw a correlation between the electoral system and the overall development of Croatia.

Familiarize students with electoral units and ways of their selection.

Point out the uniqueness of Croatian constituencies, especially the 11th and 12th constituencies.

To notice the existing discrepancy between electoral units and the demographic conditions of their allocation.

Acquaint students with the need to harmonize the voter list with the permanent population in Croatia.

To develop in students the ability to scientifically approach choices, projections, potentials and probabilities.

Learning Outcomes

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

1. Explain basic election systems and models
2. Analyze electoral processes, determination of electoral units, electoral competition, voting and conversion of votes into mandates
3. Explain the importance of electoral systems as fundamental elements of representative democracies
4. Describe the political system, electoral models and the constitutional and legal order of the Republic of Croatia

ECTS Credits	2.0

English Level L0

E-learning Level	L1

Study Hours 30

Grading

Regular attendance at classes, attendance at at least 12 teaching units, writing a seminar paper and taking a colloquium

5. Explain the largest electoral systems and electoral models in the world
6. Argue the need to include the Croatian emigration in the political life of Croatia

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Explain the gravity of the problem of today's level of demographic negativity and emigrants' separation from their home country

Propose political and legal solutions based on scientific research of demographic and emigrant content

Compare the values of different methods used in expert-scientific research on population and emigration in planning and development services.

Dual-major studies

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

0.5
ECTS Kolokviji [EN]

0.5
ECTS Pismeni ispit [EN]

0.5
ECTS Seminarski rad [EN]

2 ECTS

Week by Week Schedule

1. Introductory lecture
2. Basics of electoral systems, models and constituencies
3. Proportional electoral political systems and absolute and relative majority systems
4. Mixed electoral systems
5. Electoral system in the Republic of Croatia
6. Croatian constituencies
7. Croatian emigration and elections in Croatia
8. D'Hondt's method and converting votes into mandates
9. SainteLaguë's method and converting votes into mandates
10. Croatian electoral peculiarities
11. Electoral systems of the European Union and both Americas
12. Demographic changes and electoral adjustments
13. Gallagher indicator (showing the degree of disproportionality of electoral systems and models)
14. Simulation of elections and election results
15. Course evaluation

Literature



Ivan Grdešić (1995).
Političko odlučivanje



Jürgen Hartmann,
Mirjana Kasapović
(2006). *Politički sustavi
Velike Britanije, SAD i
Francuske*



Mirjana Kasapović (1993).
*Izborni i stranački sustav
Republike Hrvatske*

Elementary Greek

200545

Lecturer



doc. dr. sc.
Lucija Krešić
Nacevski

Course Description

The basic objective of the course is learning the basics of the Greek language (alphabet, correctly reading, writing and accenting of words in the Greek language, the basics of phonology and morphology). The goal is that students can observe the basic characteristics of the Greek text and gain competence for independent translation of simple sentences and short texts from Greek to Croatian language.

Learning Outcomes

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

1. Analyze the Greek nominal and verbal forms and describe their rules of flexion,
2. Distinguish simple syntactic phenomena and compare them with those of the Latin language,
3. Apply the knowledge to read the Greek alphabet
4. Apply accent rules and write in Greek on a computer using the Antioch program,
5. Use reference Greek aids (encyclopedias, dictionaries, grammar, digital databases).

Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text

Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content

Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines

- EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science

Clearly and innovatively present complex academic and non-academic contents in written and oral form

ECTS Credits 3.0

English Level L1

E-learning Level L2 (10%)

Study Hours
15
15

Grading

Regular attendance.
Active participation in class and homework. One written test (preliminary) during the semester. The written exam.



General Competencies

Students will be able to: analyze easier linguistic phenomena in Greek, distinguish and compare the linguistic phenomena in the Greek language with those in the Latin language, use Greek literature and recognize words of Greek origin in Latin and Croatian.

Screening of student's work

ECTS	¹ Pismeni ispit [EN]
ECTS	¹ Usmeni ispit [EN]
ECTS	¹ fulfilling additional tasks
3	
ECTS	

Week by Week Schedule

1. Greek diachronic and physical overview; main dialects; alphabet and present pronunciation in Croatian language; Sounds: vowels, diphthongs, consonants; spiritus asper and lenis.
2. Accents acute, grave, circumflex; types of words according to accent; combinations of accents and spiritus at the beginning of the vowel words; proclitics and enclitic. Reading practice.
3. Types of declension, A-declension; indicative, imperative and present active infinitive of the verbs in -ω; indicative present and imperfect of the verb to be.
4. O-declension; indicative, imperative and infinitive present middle (passive) of the verbs in -ω; 3rd declension guttural, labial and dental stems.
5. 3rd declension -ν and -ντ stems; 3rd declension liquid stems; 3rd declension -σ stems (elision).
6. 3rd declension -ι and -υ vocal stems; 3rd declension diphthong stems
7. Adjectives 3rd declension, adjectives third/first declination; Irregular adjectives; syntax: consequential, temporal, causal and conditional sentences
8. Participles: present, future, aorist active and middle
9. Pronouns: reflexive, demonstrative, relative
10. Pronouns: interrogative and indefinite. Numbers: cardinals, ordinals, adverbs
11. System of verbs in Greek, mode, tense, voice; present tense modes and voices
12. Future active and middle.
13. First and second aorist active and middle.
14. Perfect active and middle (passive). Aorist passive (first and second).
15. Exercises and repetitions.

Literature



M. Balme, G. Lawall
(2003). *Athenaze. An
Introduction to Ancient
Greek: Book I, 2. izd.*,
Oxford



A. Musić, N. Majnarić
(2004). *Gramatika
grčkoga jezika*, Školska
knjiga



S. Senc (1988). *Grčko-
hrvatski rječnik*, Naprijed

Similar Courses

» Grčka morfologija 1, Oxford

Elementary Greek II

130285



Lecturer



izv. prof. dr. sc.
Maja Matasović

ECTS Credits 5.0

English Level L2

E-learning Level L2 (10%)

Study Hours
15
15

Grading

The final grade will include regular work on teaching, writing homework and other independent assignments, and a written and oral exam. Written exam can be replaced by positive placement of two colloquia during the semester.

Course Description

The basic objective of the course is learning the basics of the Ancient Greek language (alphabet, correctly reading, writing and accenting of words in the Ancient Greek language, the basics of phonology and morphology). The goal is that students can observe the basic characteristics of the Ancient Greek text and gain competence for independent translation of simple sentences and short texts from Ancient Greek to Croatian language.

Learning Outcomes

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

1. Analyze Ancient Greek nominal and verbal forms and describe their rules of flexion
2. Differentiate simple syntactic phenomena and compare them with those of the Latin language
3. Apply knowledge to read (transcribe and transliterate) the Greek alphabet
4. Apply accentual rules and write Ancient Greek on a computer using the Antioch program
5. Use reference aids (encyclopedias, dictionaries, grammar books, digital databases) for Ancient Greek

Study Programme Learning Outcomes

Croatian Latinity

Generic competencies

follow and adequately reproduce written and oral presentations of complex academic and non-academic topics

identify and interpret common theoretical starting points of different linguistic and other disciplines as well as literary science

use the professional terminology accepted in fields and professions of contemporary linguistics and science of literature

Specific competencies

in interpreting and processing of texts integrate critical models of thinking characteristic for various literary and linguistic disciplines into a comprehensive ability of philological thinking in written and oral form present complex academic and non-academic topics in a clear and innovative manner

Dual-major studies

Croatian Latinity

Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text

Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content

Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines

- EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science

Clearly and innovatively present complex academic and non-academic contents in written and oral form

Screening of student's work

1
ECTS Pohađanje nastave [EN]

2
ECTS Pismeni ispit [EN]

1
ECTS Usmeni ispit [EN]

1
ECTS fulfilling tasks through e-learning

5
ECTS

Forms of Teaching

- » Seminar
 - » reading texts in the original
- » Lektorske vježbe
 - » grammar exercises, analyses and translation

Week by Week Schedule

1. Exercises of grammar.
2. Adjectives of the third declension; participle of present. Work on text.
3. Ancient Greek verb system.
4. Verb stem and suffix; indicative and other moods in the present stem. Future active and mediopassive. Work on text.
5. Pronouns.
6. Working on text. Basic sentence syntax.
7. Pronouns. Numbers.
8. Aorist active and medium.
9. Participles of present, future, aorist active and medium.
10. Working on text. Basic sentence syntax.
11. Perfect active and mediopassive. Aorist passive.
12. Working on text. Basic sentence syntax.
13. Working on text. Basic sentence syntax.
14. Exercises.
15. Exercises.

Literature



Zdravka Martinić-Jerčić
Scripta na Merlinu



Zdravka Martinić-Jerčić,
Dubravka Matković,
Mislav Gjurašin (2019).
Promteje Mythos,
Školska knjiga

Similar Courses

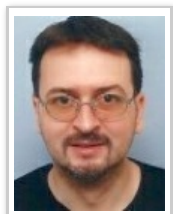
» Grčka morfologija 1, Oxford

Emperors, heretics and monks: shaping late antique and early medieval Christianity

284993



Lecturer



prof. dr. sc.
Mladen
Tomorad

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours 30

Teaching Assistant
dr. sc. Marko Marina

Grading
The grade will depend on the activity in the discussions and the quality of the seminar paper.

Course Description

This course focuses on the study of Christianity from its origins in the 1st century to its institutional consolidation in the 6th and 7th centuries. Particular emphasis will be placed on conflict, charisma, and the establishment of religious authority. The starting point is to consider the emergence of Christianity within the framework of Second Temple Judaism and the religious pluralism of the Greco-Roman world. Students will critically analyze the processes through which internal diversity – doctrinal, ritual, and social – was gradually controlled, disciplined, and often suppressed through theological polemics, ecclesiastical power, and imperial support. Key topics of the course will include the problematics of the formation of the categories of “orthodoxy” and “heresy,” the role of martyrdom and persecution in the construction of identity, and the emergence of Christian asceticism and its relationship to both ecclesiastical and imperial centers. Students will have the opportunity to actively work with a variety of primary sources (Latin and Greek), including hagiographic texts, heresiological debates, council decisions, and imperial edicts. In addition, students will become familiar with relevant secondary literature (Croatian, English and/or French) in order to better approach the interpretation of sources.

Learning Outcomes

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

1. Identify key individuals and acts that have shaped the development of Christianity from the 2nd century until the 7th century
2. Explain the diversity of late antique and early medieval Christianity and the way in which this diversity influenced the formation of the categories of “heresy” and “orthodoxy”
3. Interpret key sources using contemporary research approaches and methodologies
4. Explain the relationship of church centers towards marginal phenomena within the Christian world
5. Explain the role that Christianity played in the process of the birth of the European and Mediterranean Middle Ages

6. Distinguish polemical strategies and rhetorical labeling from a reflection of the reality of relationships within late antique and early medieval Christianity

Study Programme Learning Outcomes

Dual-major studies

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Formulate arguments for and against mutually opposing points of view

Integrate critical models of thinking belonging to historical sciences into the unique ability of historical thinking

History

General Competencies

At the end of this course, students will be able to:

- a) Understand the role that Christianity played in the process of birth of the European and Mediterranean Middle Ages
- b) Distinguish polemical strategies and rhetorical labels from the reflection of reality of relations within late antique and early medieval Christianity
- c) Identify and critically evaluate key moments that contributed to the transformative process that was the late antique

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Seminarski rad [EN]

³
ECTS

Week by Week Schedule

1. Introduction to the course
2. The birth of Christianity: Jesus of Nazareth and the First Christian Communities
3. The Importance of the Context: Social and Religious Life at the Beginning of the Late Antiquity
4. Christianity or Christianities? The Issue of Diversity in the 2nd and 3rd Centuries
5. "Heresy" and "Orthodoxy": Rhetorical Strategies and the Creation of the "Normative" Christianity
6. Christianity and the Roman Empire: The Issue of Early Christian Martyrs
7. Christianization of the Roman Empire: Sociological and Historical Analysis
8. Constantine the Great and the Importance of 312 C.E.
9. The Desert as the New Stage: Introduction to the Analysis of the Late Antique Monasticism
10. The Politics of Incorporation: Athanasius, "Orthodoxy" and the "Power" of Monasticism
11. Monasticism in Europe: From St. Martin to St. Benedict

12. Church's Councils and Christological Polemics (5-7th Centuries)
13. Monks as Political "Power Players": Issues of Deviance, Discipline, and Boundaries
14. Discussion on Chosen Questions and Historical Challenges
15. Concluding Remarks

Literature



Kovačić, Slavko (2004). *Kršćanstvo i Crkva u staromu i srednjemu vijeku*, Verbum



Ehrman, Bart D (2019). *The New Testament: A Historical Introduction to the Early Christian Writings*, 7th edition, Oxford University Press



Mitchell, Margaret; Young, Frances (ur.) (2006). *The Cambridge History of Christianity: Volume 1 - Origins to Constantine*, Cambridge University Press



Casiday, Augustine; Norris, Frederick W. (ur.) (2014). *The Cambridge History of Christianity: Volume II - From Constantine to c. 600.*, Cambridge University Press



Rousseau, Philip (1999). *Ascetics, Authority, and the Church in the Age of Jerome and Cassian*.

Similar Courses

» Early Medieval World, Oxford

European Union Institutions

285546



Lecturer



izv. prof. dr. sc.
Andreja Sršen

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

Course Description

This course introduces students to the key stages in the development of the European Union and the functioning of its principal institutions. It builds on students' prior understanding of the main narratives and approaches to public policy analysis of the EU as a political and economic community of 27 member states.

Delivered in cooperation with the European Parliament Liaison Office in Zagreb, the course combines lectures with hands-on field activities. Students will participate in workshops, lectures, and international conferences at the "Experience Europe" Centre, gaining direct insight into the work of EU institutions, the EU legislative process, strategies aimed at building resilience, the adoption of integrated approaches to conflict and environmental crises, the priorities of the European Parliament, and EU programmes targeting youth.

Teaching is largely based at the "Experience Europe" Centre. As part of the course, students will also take part in an interactive role-playing exercise in which they assume the role of Members of the European Parliament and engage in a simplified legislative procedure based on a series of fictional policy proposals.

Learning Outcomes

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

1. Explain the emergence of the European Union and its institutions
2. Demonstrate and interpret data related to the institutions of the European Union
3. Demonstrate and interpret data related to the institutions of the European Union
4. Analyze Europe within the framework of the sociology of everyday life.
5. Identify EU public policies
6. Analyze the aspects of the European Union's common challenges.

Study Programme Learning Outcomes

Dual-major studies

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

Sociology

Analyze the social effects of certain globalization processes

Describe the elements of social dynamics

Evaluate appropriate ways of intervention of a certain social issue

Sociology

Analyze the social effects of certain globalization processes

Describe the elements of social dynamics

Interpret certain social processes using knowledge of sociological theories

Understand the social mechanisms of interaction

General Competencies

Analysis and interpretation of social phenomena.

Specialized analytical and research skills.

Learning Outcomes - Intellectual (Cognitive) Skills

Identify EU public policies.

Analyze the aspects of the European Union's common challenges.

Learning Outcomes - Practical and Generic Skills

Apply practical knowledge of the EU through simulations and debates.

Participate in simulations and exercises within interactive workshops.

Connection of Learning Outcomes and Grading

Learning outcomes:

- Analyze Europe within the framework of the sociology of everyday life.
- Identify EU public policies.

Linking learning outcomes with assessment methods:

- Simulations, fieldwork, workshops, written assessments.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Kolokviji [EN]

¹
ECTS Projekt [EN]

3
ECTS

Week by Week Schedule

1. Introductory Lecture on the European Union.

2. What is “Europe Experience”? How the EU Works and Why It Matters.
3. History of the European Union – How It All Began
4. How the EU Works (the Institutional Triangle)
5. The European Parliament and Our Representatives / The European Commission and Commissioners
6. The EU in Real Time — Media, Transparency and Disinformation
7. Shared Challenges for EU Member States – Energy, Environment, Security and Social Rights
8. Migration and the European Union
9. Europe in Everyday Life
10. EU & YOU – Opportunities for Young People: Analysis and Application of Specific Programmes
11. The Local Dimension of the EU – Croatia and European Funds
12. The Processes Involved in the Development and Implementation of Key EU Policies
13. The EU and Human Rights
14. European Identity and Culture.
15. Concluding Lecture on Future Challenges for the European Union in a Global Context

Literature



Damir Grubiša (2023).
*Povijest europskog
ujedinjenja*



Zdravko Petak,
Kristijan Kotarski
(2018). *Policy-Making
at the European
Periphery*, Springer

Evaluation and Measurement of Personality

102939



Lecturer



izv. prof. dr. sc.
Dario
Vučenović

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.

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
6. Explain and understand methodological and psychometric challenges of personality measurement and assessment

Study Programme Learning Outcomes

Psychology

Create basic and/or applied psychological research and construct and metrically evaluate psychological measuring 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.

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

Teaching Assistant
dr. sc. Ana Petak

Grading

Students will have to show in written exam understanding of the basis of personality measurement, knowledge about measurement instruments presented during the course, and will have to be able to compare them and choose which one is adequate for specific purpose of personality measurement and assessment. Grade: written exam 50%, written report 50%

Learning Outcomes - Intellectual (Cognitive) Skills

Explain and understand methodological and psychometric challenges of personality measurement and assessment.

Learning Outcomes - Practical and Generic Skills

Create and carry out all phases of instrument construction.

Connection of Learning Outcomes and Grading

Evaluate the quality of instruments for personality measurement and assessment.

Screening of student's work

1.5
ECTS Pismeni ispit [EN]

1.5
ECTS Seminarski rad [EN]

3 ECTS

Forms of Teaching

- » Predavanja
- » Metodичke vježbe

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



Butcher, J.N. (2009).
*Oxford Handbook of
Personality
Assessment*, Oxford:
OUP



Larsen, R. J. i Buss, D.
M. (2008). *Psihologija
ličnosti.*, Jastrebarsko:
Naklada Slap

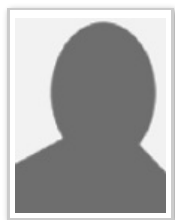
Similar Courses

- » Personality Assessment, Oxford

Factor Analysis

57113

Lecturer



Toni Babarović,
nasl. prof. dr.
sc.

Course Description

Understanding the theoretical basis of factor analysis; independent analysis and evaluation of research papers in which some of the factor analysis methods have been applied; creating the research designs where factor analysis can be used as an adequate method of processing the collected data; independent practical application of factor analysis in psychological research using the SPSS software package.

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 suitable research design for applying the 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.

Study Programme Learning Outcomes

Psychology

Create basic and/or applied psychological research and construct and metrically evaluate psychological measuring instruments

Critically evaluate professional and scientific literature from psychology and related disciplines and create new scientific knowledge

Critically judge multivariate statistical procedures with regard to their limitations and to the satisfaction of theoretical assumptions in concrete application situations

Outline the historical development and theoretical approaches in

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
30
15

Teaching Assistant
Klara Saganić, mag.
psych.

Grading

Class effort (lectures and exercises) - 10%,
seminars - 30%,
homework 10%, written
exam 20%, oral exam
30%.



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

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.

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1.5
ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

4 ECTS

Forms of Teaching

- » Predavanja
 - » Ex-cathedra lectures
- » Metodičke vježbe
 - » Exercises in computer lab

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. Principal components model
4. Determining the number of factors to retain
5. Principal axis factoring
6. Communality and communality estimation
7. Orthogonal graphical and analytical rotation
8. Oblique graphical and analytical rotation
9. Factor structure and factor pattern matrix
10. Factor scores
11. Higher-order factors
12. Other modes of factor analysis
13. Models of factor analysis on the transformed matrices
14. Introduction to confirmatory factor analysis
15. Using factors in other multivariate analyses

Literature



Tinsley, H. E. A., & Brown, S.D. (Eds.). (2000). Handbook of Applied Multivariate Statistics and Mathematical Modeling. San Diego, CA: Academic Press



Rummel, R. J. (1970) Applied Factor Analysis, Northwestern Univ. Press, Evanston



Fulgosi, A. (1988) Faktorska analiza, Školska knjiga, Zagreb

Similar Courses

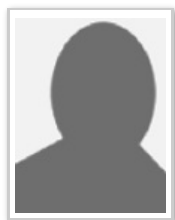
» Factor Analysis, Oxford

Famous Croats Worldwide

226933



Lecturer



doc. dr. sc.
Monika Bališa

ECTS Credits 2.0

English Level L0

E-learning Level L1

Study Hours 15

15

15

Course Description

Introduction to notable Croats throughout history, mainly spanning the period until the end of the First World War, who globally distinguished themselves, their people and homeland. The course analyses distinguished Croats on an international level who are

not tackled in the following mandatory courses: Croatian Minority Communities, Prominent Croats in Emigration, Croatian Women in the Diaspora, and Croatian Political Emigration.

Learning Outcomes

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

1. Define, explain and become acquainted with the facts, biographies, ideals, work and importance of individual Croatian greats outside the Motherland from the Middle Ages to the present day.
2. Explain and accept their existence as a Croatian contribution to human civilization and Croatian identity in Croatia and the world
3. Identify, explain and learn about the formation of public perception about famous Croats
4. Explain the overall social context of the actions of famous Croats in the world
5. Explain, understand and predict future opinions and the importance of their actions and sacrifices
6. Analyze the life and work of some famous Croats in the world as part of the research work.
7. Explain the historical and political conditioning of emigration, activities and appreciation of Croatian notable figures

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

0.5
ECTS Pismeni ispit [EN]

0.5
ECTS Referat [EN]

0.5
ECTS Usmeni ispit [EN]

2 ECTS

Week by Week Schedule

1. Introductory class, with introduction to method of work, literature, and student responsibilities relating to the course
2. Reformers and thinkers (Herman Dalmatin, Augustin Kažotić, John of Ragusa, Andrija Jamometić, Juraj Dragišić)
3. Saints (Adalbert of Prague, Margaret of Hungary, Nicholas Tavilić, Catharine Kosača-Kotromanić, Marko Stjepan Krizin, Leopold Mandić, Marija Propetoga Petković)
4. Historiography scholars and diplomats (Ivan Polikarp Severitan, Ivan Vitez od Sredne, Jan Pannonius, Nikola Modruški)
5. Reformers during the Reformation (Matija Vlačić Ilirik, Andrija Dudić, Pavao Skalić, Matija Grbić)
6. At the Ottoman gates (Feliks Petančić, Bartol Jurjević, Antun Vrančić, Juraj Utješinović, Juraj Hus, Stjepan Gradić)
7. Utopians (Frane Petriš, Fran Trankvil Andreis, Markantun de Dominis, Juraj Augustin Križanić)
8. Travellers to remote spaces (Vicko Paletin, Ivan Vreman, Nikola Rattkay, Ivan Rattkay)
9. Innovators in culture and language (Faust Vrančić, Aleksandar Komulović, Bartol Kašić, Ivan Paštrić)
10. Explorers of New Worlds (Djawhar, Ignacije Szentmartony, Ferdinand Konščak, Filip Vezdin, Ivan Krstitelj Marchesetti, Nikola Plantić, Nikola Sušić, Janko Benigar)
11. Messengers of modern sciences (Ruđer Bošković, Gjuro Baglivi, Josip Zanchi, Michael Lipšić, Šimun Stratico, Ivan Vučetić, Eduard Slavoljub Penkala, Antun Lučić, Nikola Tesla, Lavoslav Leopold Ružička, Vladimir Prelog, Ivan Illich, Mario Puratić, Mirko Grmek)
12. Revolutionaries and vagabonds (Marin Držić, Ignac Martinović, Andrija Dorotić, Stjepan Zanočić)
13. Generals (Franjo Trenk, Svetozar Borojević von Bojna)
14. Ethnography scholars, travel writers, explorers (Dragutin Lermann, braća Mirko i Stjepan Seljan, Jakov Buratovich, Ivan Benigar)
15. Apostles of workers and emigrants (Ivan Fiorović, Josip Kunderk, Mihovil Gattin, Enrico Bontempo)

Literature



(1983). *Hrvatski biografski leksikon, I-VIII*, Zagreb: Leksikografski zavod

Additional Literature



ur. Vlatka Lemić i Rajka Bućin (2015). *Iseljništvo : Vodič kroz fondove i zbirke Hrvatskoga državnog arhiva*, Zagreb: Hrvatski državni arhiv



Bućin, Rajka, Marijana Jukić, Tatjana Šarić (2015). *Katalog izložbe Hrvatsko iseljništvo kroz fondove i zbirke HDA (od kraja 19. stoljeća do Drugog svjetskog rata). Odabrane teme.*, Zagreb: Hrvatski državni arhiv



(1999). *Hrvatska enciklopedija, I-XI*, Zagreb: Leksikografski zavod

Field trip 2

238023

Lecturer



izv. prof. dr. sc.
Wolffy Krašić

ECTS Credits 2.0

English Level L0

E-learning Level L1

Study Hours 30

Teaching Assistant
dr. sc. Tamara Bodor

Grading

Attendance and discussion in the field, colloquium, written exam and seminar work. In addition to the classic methods of monitoring through lectures in the field, colloquia, seminar papers, exams, interviews, tests and the like, independent research papers are especially valued and through mentoring they are raised to the level of possible student performance at scientific and professional meetings or publication in appropriate journals. This is a special motive for students in developing their independence and in confirming their cognitive power. In this way, students can already publish and create assumptions for future work and employment in research teams.



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Course Description

The objectives of the course are:

1. Acquaint students directly in the field with organizations of the Croatian emigration, Croatian diplomatic and consular missions and other forms of organization
2. Develop students' awareness of the need to get to know Croatian Catholic missions, embassies, consular offices, Croatian emigrant societies and Croatian families directly.
3. Train students to distinguish between the meaning of indirect and direct research
4. To acquaint students with the meaning of emigration in spatial processes and relationships through direct field observations and a stay in a family expatriate environment, a working stay in Croatian representative offices and other similar institutions
5. Train students in the field of immediate discovery, recognition and definition of immigrant terms, categories and legality
6. Train students for independent scientific and research work in emigration areas and emigration institutions, societies, communities and the like
7. Train students to apply standard and special methods and techniques in field research on emigration
8. To explain to students the specifics of branch field methodologies and ways of recognizing spatial reflections of emigration
9. To acquaint students with the development of certain Croatian emigrant areas using concrete examples and stays in Croatian Catholic missions
10. Develop in students the application of field methods of emigration research, from surveying to interviewing
11. To explain the conditions of emigration and regional development to students living abroad

Learning Outcomes

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

1. Understanding spatial logic in fieldwork with the application of scientific technology
2. Mapping emigrant contents, processes, connections and relationships on the ground
3. Application of cartographic methods and projections in considering, clarifying and conveying spatial laws
4. Independent search and selection of literature and data sources
5. Drafting a proposal for a research assignment
6. Drafting a research study or an elaboration of professional scope

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Build the personality of students through the definition of Croatian identity values within the framework of the overall Croatian population

Explain the gravity of the problem of today's level of demographic negativity and emigrants' separation from their home country

Propose political and legal solutions based on scientific research of demographic and emigrant content

- EN ishod -Conduct relevant research on the Croatian resident and emigrant population

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop the ability to demonstrate the need of the population and emigration in the service of social and political decision-making

Develop knowledge about the demographic conditionality of the overall development and demonstrate its importance for Croatia by understanding the emigrant potential.

Develop the ability to terminologically understand demographic and immigrant terms in students

Dual-major studies

Screening of student's work

1
ECTS Istraživanje [EN]

1
ECTS Field work

2
ECTS

Week by Week Schedule

1. Introductory considerations
2. Geographical, demographic and migratory regional theoretical concept - considered applicability directly in emigration

3. Scientific approaches and field studies of emigration
4. Recognition of spatial factors of emigration by staying in the field
5. Space as the primary framework of emigrant events - immediate field aspect
6. Field scientific methods - applicability, operability and direct testing
7. Regional leveling and field observation of immigration legalities at missions, societies, representative offices and similar
8. Spatial mobility of emigration - field research on migration
9. Field consideration of the primary conditioning of emigration - a new way of life through personal acquaintances and experiences
10. Spatial emigrant potential-fundamental field research interest
11. Space, population, border emigration - immediate field measurement of identity values
12. Mapping, surveying and interviewing of the Croatian expatriate population by departure and stay in emigration
13. Field measurement of the order of magnitude of the meaning of time and intensity of emigration
14. Complementarity of field and other research
15. Direct and immediate testing of the results of the field study of Croatian emigration

Literature



Stjepan Šterc (2015). *Geografski i demogeografski identitet*



Arthur Getis, Judith Getis, M. Bjelland (2004). *Introduction to Geography*, McGraw-Hill Science, Engineering & Mathematics



Ivan Čizmić, Marin Sopta, Vlado Šakić (2005). *Iseljena Hrvatska*



Grofelnik, H. (2008). *Terenska nastava iz geografije kao obrazac za cjeloživotno učenje*, Cjeloživotno učenje za održivi razvoj



Šterc, S., Komušanac, M. (2014). *Prostor kao temelj identiteta u nadgradnji*, Mostariensia, 18/1-2

Forensic Psychiatry

139805

Lecturer



Nadica Buzina,
nasl. izv. prof.
dr. sc.

Course Description

Forensic psychiatry is designed to familiarize students with the basic principles of expert evaluation and treatment of offenders.

Learning Outcomes

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

1. Recognize different theories, paradigms and methodological approaches in psychology
2. Recognize specific mental processes and behaviors
3. Recognize the influence of societal changes onto the behavior of a person
4. Recognize and evaluate consequences of forensic assessments
5. Recognize the value of a psychologist in forensic psychiatry
6. Evaluate specific aspects of personality and its forensic meaning
7. Evaluate the role of a psychologist in forensics
8. Recognize the value of a team evaluation

Study Programme Learning Outcomes

Psychology

Screening of student's work

ECTS	1	Pohađanje nastave [EN]
ECTS	2	Kolokviji [EN]
ECTS	3	

Week by Week Schedule

1. Introduction
History of forensic psychiatry
2. Psychiatric legislature
3. Forensic psychopathology and ethical issues in forensic psychiatriatric therapy and practice
4. Court expertise in the area of criminal law

ECTS Credits 3.0

English Level L1

E-learning Level L1 (1%)

Study Hours
15
15

Grading

The components of the mark are attendance and activity during the lectures and the final exam.

5. Court expertise in the area of civil law
6. Coercive measures in forensic psychiatry and de-escalating measures
7. Professional responsibility of a psychiatrist and risk assessment in forensic psychiatry
8. forensic-psychiatric aspects of disorders of the old age
9. Forensic aspects of substance dependence
10. Forensic aspects of schizophrenia and other psychotic disorders
11. Forensic meaning of mood disorders and neurotic disorders
12. Forensic psychiatric aspects of sexuality
13. Forensic aspects of personality disorders
14. Forensic aspects of mental retardation
15. Neurological disorders and their forensic meaning

Literature



(1999). *MKB-10 Klasifikacija mentalnih poremećaja*, Medicinska naklada



(2015). *Zakon o zaštiti osoba s duševnim smetnjama*



Goreta M, Peko-Čović I, Buzina N (2006). *Psijatrijska vještačenja, knjiga druga - građansko pravo*, Naklada Zadro i PB Vrapče

Additional Literature



Kozarić-Kovačić D, Grubišić-Ilić M, Grozdanić V (2005). *Forenzička psihijatrija*, Medicinska naklada



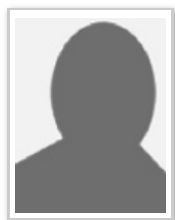
Goreta M, Peko-Čović I, Buzina N. (2004). *Psijatrijska vještačenja, knjiga prva - kazneno pravo*, Naklada Zadro i PB Vrapče

Forensic Psychology

53786



Lecturer



Ines Sučić,
nasl. prof. dr.
sc.

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

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.

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

Study Programme Learning Outcomes

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.

Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

0.25 ECTS Istraživanje [EN]

0.25 ECTS Seminarski rad [EN]

0 ECTS Ostalo 1. (upisati) [EN]

3 ECTS

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.

Similar Courses

- » Forenzična psihologija, Oxford
- » Sudska psihologija, Oxford

Geopolitics and Global Security

205153



Lecturer



izv. prof. dr. sc.
Andreja Sršen

ECTS Credits 3.0

English Level L2

E-learning Level L1

Study Hours
15
15

Grading

Grading and evaluating student work in class and at the final exam, Class attendance and discussion in research groups, tests, written exam and seminar essay.

Course Description

Develop students' understanding of the subject of geopolitical and geostrategic interest within the context of climate change.

Enable students to distinguish between and understand the significance of related scientific fields, branches, and disciplines.

Introduce students to the role of geopolitics and geostrategy in spatial processes, relationships, and development in relation to climate change.

Equip students with the skills to identify, recognize, and define geopolitical and geostrategic concepts, categories, and principles.

Familiarize students with global security challenges.

Train students to apply standard and specialized methods and techniques in geopolitical and geostrategic research.

Explain the connection between climate change and geopolitical trends.

Introduce students to the development of geopolitical spaces.

Develop students' ability to apply geopolitical and geostrategic projection methods in relation to climate change.

Enable students to understand, explain, and predict future geopolitical and geostrategic relationships.

Learning Outcomes

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

1. Analyze and interpret contemporary geopolitical phenomena
2. Analyze climate change and emerging security challenges
3. Define geopolitical and geostrategic theoretical and methodological concepts and systems
4. Define the basic concepts of geopolitics
5. Summarize contemporary geopolitical issues in relation to climate change
6. Apply geopolitical knowledge in the analysis of security challenges in society

Study Programme Learning Outcomes

Dual-major studies

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

Sociology

Analyze the social effects of certain globalization processes

Evaluate social impact of social changes in society

Describe the elements of social dynamics

Describe demographic processes

Recognize the generators of conflicts in contemporary society

Recognize the elements of cultural/collective memory

Evaluate appropriate ways of intervention of a certain social issue

Discuss about current geopolitical issues

Sociology

Analyze the social effects of certain globalization processes

Discuss about current geopolitical issues

Describe demographic processes

Recognize the elements of cultural/collective memory

General Competencies

Define, describe, and evaluate geopolitics, global security, and climate change, and classify and differentiate specialized terminology. Professionally and effectively apply acquired specialist theoretical and practical knowledge in media work.

Apply contemporary geopolitical topics in relation to climate change.

Learning Outcomes - Intellectual (Cognitive) Skills

Analyze and interpret contemporary geopolitical phenomena.

Learning Outcomes - Practical and Generic Skills

Apply geopolitical knowledge in the analysis of security challenges in society

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

0.5
ECTS Seminarski rad [EN]

3 ECTS

Forms of Teaching

» Predavanja

» The teacher presents the theoretical material

» Seminar

» Discussion on topics of lectures, current events and issues of geopolitics, viewed films and read materials

Week by Week Schedule

1. 1. Geopolitical theoretical concept.
2. 2. Position of Geopolitics and Global Security in scientific system.
3. 3. Spatial factors of historical iteration.
4. 4. Climate change and security challenges.
5. 5. Global Geopolitics and Global Security.
6. 6. Regional Geopolitics and Global Security.
7. 7. NATO and Emerging Security Challenges.
8. 8. The Geopolitics of Climate Change.
9. 9. Risk Society and Climate.
10. 10. Geopolitical Consequences of Climate Change.
11. 11. New European Foreign Policy Strategies.
12. 12. Croatian Foreign Policy.
13. 13. The UN and Climate Change Agreements.
14. 14. The Impact of Climate Change on International Relations.
15. 15. New Geopolitical Paradigms in the Context of Climate Change.

Literature



Cvrtić, V. (2004).
Politička geografija i geopolitika, Fakultet političkih znanosti, Zagreb.



Terry Akuba (2024).
The Sociological Implications of Climate Change: Community Adaptation and Resilience, Journal of Advanced Sociology
ISSN: 2791-2507
(Online) Vol.5, Issue No.2, 30 - 42, 2024



Lucía García Rico (2022).
NATO and Climate Change: A Climatized Perspective on Security, Belfer Center for Science and International Affairs, Harvard Kennedy School

Additional Literature



Radovan Pavić (1973).
Osnove opće i regionalne političke geografije, geopolitike i geostrategije, Fakultet političkih znanosti



Colin Flint (2006).
Introduction to Geopolitics, Routledge

Similar Courses

- » -Politička geografija i geopolitika, Oxford

Geopolitics and National Security

201679

Lecturer



doc. dr. sc.
Goran Radoš

ECTS Credits	5.0

English Level L2

E-learning Level L1

Study Hours

15

15

Grading
100% exam.

Course Description

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

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

Study Programme Learning Outcomes

Communication Studies

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.

Forms of Teaching

- » Predavanja
 - » The teacher presents the theoretical material
- » Seminar
 - » Discussion on topics of lectures, current events and issues of geopolitics, viewed films and read materials

Week by Week Schedule

1. Introduction to the course; Geopolitics as a science;
2. Global security; Development of geopolitics through history;
3. The first theoreticians of geopolitics - Ratzel, Kjellen, Mackinder;
4. Geopolitics of the British Empire - development from the 18th century to 1922;
5. The geopolitics of the Great Britain from the World War II to the present;
6. The most prominent representatives, ideologues and theorists;
7. The geopolitics of the United States from the 18th century to the present;
8. The most prominent representatives, ideologues and theorists;
9. The geopolitics of Imperial Russia - from Peter the Great to 1917;
10. The geopolitics of of the Soviet Union - development, ideologues and theorists
11. The geopolitics of the modern Russia from 1992 to the present;
12. The geopolitics of Germany - from Ratzel, through Haushoffer to Angela Merkl;
13. Oil as the most important element of contemporary geopolitics and the greatest threat to global security;
14. Geopolitical significance of Croatia and its interests;
15. Geopolitics as a media appealing and deployed content and discipline;

Literature



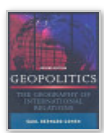
Gearóid Ó Tuathail,
Simon Dalby, Paul
Routledge, ur. (2007).
Uvod u geopolitiku,
Politička kultura



Materijali s predavanja



Jure Vujić (2015).
*Geopolitika
multipolarnog svijeta*,
Institut za geopolitiku i
strateška istraživanja



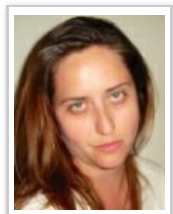
Saul Bernard Cohen
(2014). *The Geography
of International
Relations*, Rowman &
Liitlefield publishers Ltd

Global Antiquity

285825



Lecturer



doc. dr. sc.
Eva Katarina
Glazer

ECTS Credits	4.0
English Level	L3
E-learning Level	L3 (20%)
Study Hours	30

Course Description

The aim of this course is to introduce students to the concept of global antiquity and to equip them with the tools to study ancient societies beyond traditional Eurocentric frameworks. Through three key approaches - global, comparative, and entangled - students will explore intercultural connections, knowledge transfers, encounters, and shared historical experiences among ancient societies across the world. The course promotes interdisciplinary learning by bringing together scholars from archaeology, history, anthropology, linguistics, and art history. It is delivered online and focuses on integrating insights from four core disciplines: history, archaeology, literature, and art history.

Learning Outcomes

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

1. Define and critically evaluate the concept of global antiquities, recognizing methodological and theoretical departures from traditional Eurocentric frameworks.
2. Apply global, comparative, and entangled approaches to the study of ancient societies, identifying patterns of intercultural interaction, influence, and shared historical experience.
3. Analyse diverse types of sources—including material culture, texts, visual art, and linguistic data—using interdisciplinary methods from archaeology, history, literature, and art history.
4. Compare ancient societies across different world regions, demonstrating understanding of their specific historical developments and interconnections through trade, migration, conflict, and cultural exchange.
5. Critically assess scholarly perspectives on antiquity from various disciplinary and cultural contexts, demonstrating awareness of positionality in knowledge production.
6. Collaborate effectively in an online learning environment, participating in discussions and research activities grounded in global perspectives and disciplinary diversity.
7. Communicate complex ideas clearly and persuasively, in both written and oral forms, using appropriate academic conventions for interdisciplinary and cross-cultural scholarship.

Study Programme Learning Outcomes

Dual-major studies

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Critically judge various descriptive and normative beliefs and attitudes

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Consider the justification of various theoretical and practical proposals, taking into account the specificities of various areas of life and work environments

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Consider the justification of various theoretical and practical proposals, taking into account the specificities of various areas of life and work environments

Determine and justify the basic ideas and principles on which modern democratic societies rest

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Istraživanje [EN]

¹
ECTS Referat [EN]

¹
ECTS in class discussion panels

4
ECTS

Week by Week Schedule

1. Introduction to the course
2. Global Histories
3. Global Archaeologies
4. Global Art
5. Global Literature
6. Entangled Histories
7. Entangled Archaeologies
8. Entangled Art
9. Entangled Texts
10. Comparative Histories
11. Comparative Archaeologies
12. Comparative Art
13. Comparative Texts
14. Future of antiquities
15. Concluding remarks

Literature



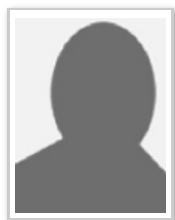
Seland, Eivind Heldaas
(2026). *Long-Distance
Trade in the Ancient
World: A Network History*,
palgrave

Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft

214003



Lecturer



Zygfryd Eckardt
Gehrmann,
prof. emer. dr.
sc.

Course Description

Acquiring knowledge about the asymmetric development of language in science between English as the language of science and other national languages as the language of science. Gaining insight into the dialectical relationship between language, society and cognitive processes in science. Gaining insight into argumentative structures in relation to multilingual and monolingual Anglophone science. Gaining knowledge about the connection between economics and the language of science in relation to the measurement of scientific achievements through citations (impact), the role of journal databases and the ranking of researchers and universities according to quantitative indicators. Getting to know multilingual scientific concepts (historical, current).

Learning Outcomes

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

1. Explain the functions of the language of science in relation to cognitive processes and public responsibility and the application of this knowledge in the description, analysis and interpretation of contemporary trends in the development of the language of science
2. Identify and understand the economic principles of guidance in relation to development trends in the field of the language of science
3. Identify and judge the actors in the field of the language of science and the goals of their activities
4. Explain the consequences and costs of multilingual science on the one hand or monolingual (English-speaking) science on the other, from the aspect of the future of European national languages as languages of science, the innovation potential of science and language school education in Europe

Study Programme Learning Outcomes

Dual-major studies

Communication Studies

Sociology

Analyze the social effects of certain globalization processes
 Evaluate social impact of social changes in society
 Interpret certain social processes using knowledge of sociological theories

Sociology

Analyze the social effects of certain globalization processes
 Evaluate social impact of social changes in society
 Interpret certain social processes using knowledge of sociological theories

Screening of student's work

1.5
ECTS Pohađanje nastave [EN]

1.5
ECTS Seminarski rad [EN]

3 ECTS

Week by Week Schedule

1. Historical and social conditions for the emergence of global languages of science
2. State and development of European languages of science
3. Characteristics of English as the world language of science: lingua franca or national language?
4. Globalization and science as a linguistic model of Anglophoneization?
5. Internationalization of academic teaching: multilingualism or English only?
6. Economic principles of guiding the language of science I: entrepreneurial university
7. Economic Principles of Guiding the Language of Science II: Journal Impact Factor
8. The hypothesis of linguistic imperialism
9. The language of science and knowledge
10. The language of science and democracy
11. The language of science and languages in school education
12. Perspectives of European national languages as languages of science
13. Does European science have to be multilingual?
14. Example: Germany
15. Example: Croatia

Literature



Gehrmann, Siegfried/Petravić, Ana (2021). *Razvoj jezika znanosti o stranim jezika u školama u Europi – studija o europskim perspektivama i hrvatskoj stvarnosti*, Filologija 77/21



Barišić, Pavo (2020). *Plädoyer für eine mehrsprachige Wissenschaft*, Münch, U./Mocikat, R./Gehrmann, S./Siegmond, J. (ur.): Die Sprache von Forschung und Lehre: Lenkung durch Konzepte der Ökonomie? Baden-Baden: Nomos



Buranyi, Stephen (2017). *Ist he staggeringly profitable business of scientific publishing bad for science*, Guardian



Ehlich, Konrad (2000). *Deutsch als Wissenschaftssprache für das 21. Jahrhundert*, German as a Foreign Language (GFL) 1/2000



Ehlich, Konrad (2009). *Sprachenpolitik in Europa – Tatsachen und Perspektiven*, Stellenbosch Papers in Linguistics Plus 2009/38

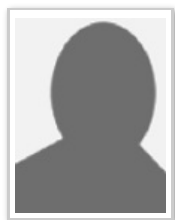


Gehrmann, Siegfried (2020). *Die Ökonomisierung des Sprachlichen – eine Bestandsaufnahme über die Zukunft der Nationalsprachen als Wissenschaftssprachen*, Münch, U./Mocikat, R./Gehrmann, S./Siegmond, J.(ur.): Die Sprache von Forschung und Lehre: Lenkung durch Konzepte der Ökonomie? Baden-Baden: Nomos

Graduate Seminar

253141

Lecturer



izv. prof. dr. sc.
Monika
Komušanac

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

Active participation in classes, preparation of exercises and exposés.

Course Description

The goal of the course is to train students for independent scientific and research work, to train students to apply theoretical and practical knowledge acquired

during studies, to train students for the correct application of scientific methods and techniques in research, to develop the student's ability

systematization and critical content analysis.

The course is enrolled by a student who chooses a graduate thesis at the Department of Demography and Croatian Emigration. If he chooses to defend his graduation thesis on another two-subject combination of studies, then he enrolls in the course Demographic Studies.

Learning Outcomes

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

1. Apply theoretical and practical knowledge acquired during studies
2. Choose and apply appropriate scientific methods
3. Select and use appropriate literature
4. Discuss opinion and attitudes
5. Analyze and interpret data
6. Assess the appropriateness of the conclusions from the presented data
7. Describe the results of the research

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Demonstrate the ability for scientific conceptualization of the topic and write and present scientific papers.

Illustrate the need for scientific studies on demographic and immigration issues

Develop cognitive and operational skills for conducting research essential for development concepts and homeland security

Dual-major studies

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Istraživanje [EN]

1
ECTS Referat [EN]

0
ECTS Praktični rad [EN]

3
ECTS

Week by Week Schedule

1. Introductory lecture (procedure for choosing the thesis topic, mentor, deadlines for writing, submitting and defending the thesis, course content)
2. Paraphrasing, citation and bibliographic units – examples and exercise
3. Argumentation in an academic text - examples and exercise
4. Determining the topic and subject of research - exercise
5. Theoretical starting points – exercise
6. Research questions, objectives and hypotheses – exercise
7. Determination of sample and population - exercise
8. Qualitative methods of scientific research - exercise
9. Quantitative methods of scientific research - exercise
10. Construction of analytical matrix and content unit - exercise
11. Data collection methods - exercise
12. Data processing and analysis - exercise
13. Presentation of research results - exercise
14. Creating an expose - exercise
15. Evaluation and assessment

Literature



Tkalac Verčić, Ana,
Dubravka Sinčić Čorić,
Nina Pološki Vokić
(2011). *Priručnik za
metodologiju
istraživanja : kako
osmisliti, provesti i
opisati društveno
istraživanje.*



Goran Milas (2009).
*Istraživačke metode u
psihologiji i drugim
društvenim znanostima*

Graduate Thesis

253189

Teaching Assistants



Sanja Klempić
Bogadi,
nasl. prof. dr.
sc.



izv. prof. dr. sc. izv. prof. dr. sc.
Monika
Komušanac



izv. prof. dr. sc. izv. prof. dr. sc.
Wollfy Krašić



doc. dr. sc.
Jadranka
Polović

ECTS Credits 5.0

English Level L0

E-learning Level L1

Study Hours 30

Course Description

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies



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.

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).

Study Programme Learning Outcomes

Croatology

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.

ECTS Credits 20.0

English Level L0

E-learning Level L1

Study Hours

Grading

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



COM

CRO

CRO

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CRO-S

DEM

HIS

HIS

PHI

PSY

SCI

SCI

SOC

SOC

TEA

Screening of student's work

10
ECTS Istraživanje [EN]

10
ECTS Praktični rad [EN]

20
ECTS

Forms of Teaching

- » Auditorne vježbe
- » 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.

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).

Study Programme Learning Outcomes

Sociology

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.

ECTS Credits 20.0

English Level L1

E-learning Level L1

Study Hours

Grading

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

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.

Similar Courses

» ---, Oxford

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.

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).

Study Programme Learning Outcomes

Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Develop oral and written communication skills

Interpret the most important works of certain theoreticians of communication studies, mass communication and journalism and public relations, and critically analyze and evaluate the positions and arguments contained in them

ECTS Credits 30.0

English Level L2

E-learning Level L1

Study Hours

Grading

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



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

30 Defence of master
ECTS thesis
30
ECTS

Week by Week Schedule

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

Literature



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

Graduate work

211192

Teaching Assistants



izv. prof. dr. sc.
Ivan Balabanić



doc. dr. sc.
Erik Brezovec



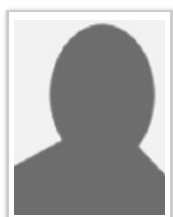
izv. prof. dr. sc.
Ivan Burić



prof. dr. sc.
Irena Cajner
Mraović



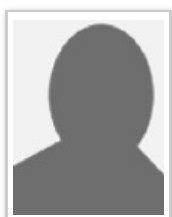
izv. prof. dr. sc.
Katarina Dadić



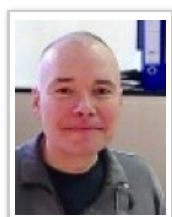
prof. dr. sc.
Neven Hrvatić



izv. prof. dr. sc.
Monika
Komušanac



izv. prof. dr. sc.
Marica
Marinović
Čolubić



prof. dr. sc.
Renato Matić



izv. prof. dr. sc.
Dario Pavić



doc. dr. sc.
Ivan Perković



izv. prof. dr. sc.
Andreja Sršen

ECTS Credits 10.0

English Level L0

E-learning Level L1

Study Hours 60

Course Description

Study Programme Learning Outcomes

Dual-major studies

Sociology



Group Processes and Impacts

130563

Lecturer



doc. dr. sc.
Alena Gizdić

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
30
15

Grading

Group project 30% 2 X
colloquium (35% + 35%)
od Written exam 70%

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.

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
5. Develop competence to create interventions to improve the functioning of specific groups.
6. Develop an ability of critical evaluation of personally created interventions and interventions created by others, for work with specific groups

Study Programme Learning Outcomes

Psychology

Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.

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

Assess the compliance of psychological practice with prescribed ethical principles of psychological activity in various areas of



theoretical and applied psychology

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities

Self-evaluate responsibility, autonomy and initiative in work

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

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.

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]

4 ECTS

Forms of Teaching

- » Predavanja
 - » Two hours of lectures per week
- » Seminar
 - » One hour of seminar per week

Week by Week Schedule

1. Definition, interpersonal and group relations, group dynamics
2. Group formation - motivation to join groups
3. Group development and socialization in groups - phases of the group development
4. Group Structure - roles, authority, communication networks
5. Conflicts in the group - sources of conflict, conflict escalation, conflict resolution
6. Leadership - the nature of leadership, the emergence of leadership, leadership effectiveness
7. Collective behavior - types of collectives, theoretical explanations of collective behavior
8. The first colloquium
9. Transgenerational transfer in groups
10. Groups in situation of crisis

11. Social identity - theoretical approaches to social identity
12. 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.

Similar Courses

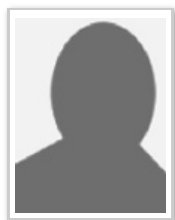
- » Uvod u socijalnu psihologiju, Oxford
- » Osnove socijalnog ponašanja, Oxford
- » Socijalna spoznaja i percepcija, Oxford

Health Psychology

53869



Lecturer



izv. prof. dr. sc.
Lovorka
Brajković

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

Teaching Assistant
Dora Korać, mag. psych.

Grading

Two midterm exams: up to 80%; active participation in seminars: 15%; attendance: 5%

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.

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.
7. Explain the role of psychologists in the care of individuals living with chronic diseases.

Study Programme Learning Outcomes

Psychology

Argue the similarities, differences and usability of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences

Critically judge the outcomes and consequences of one's own professional work, as well as one's own professional competences, knowledge and skills in accordance with changes and standards of the profession and national and European regulations

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

Support cooperation in interdisciplinary team work and create constructive professional relationships with experts of collaborating disciplines

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities

Evaluate different theories, paradigms and methodological approaches in psychology when planning assessment and interventions with individuals, groups and organizations

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.

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

2 ECTS Kolokviji [EN]

1.5
ECTS Seminarski rad [EN]

4 ECTS

Forms of Teaching

- » Predavanja
 - » Interactive lectures
- » Seminar
 - » Seminars on the applied methods of health psychology

Week by Week Schedule

1. Introduction to health psychology: definition and historical perspective
2. The biopsychosocial model of approach to health and disease
3. Stress: Theoretical models and physical health
4. Stress: Coping with stress
5. Psychoneuroimmunology
6. Health behaviors: Models of behavior change
7. Health-Compromising Behaviors
8. Psychological aspects of coping with chronic illnesses: Cancer
9. Psychological aspects of coping with chronic illnesses: Cardiovascular disease

10. Psychological aspects of coping with chronic illnesses: Respiratory system and arthritis
11. Psychological aspects of coping with chronic illnesses: Gut-brain axis
12. Pain: Characteristics, theories, psychological factors, pain measurement
13. Communication with patients and their families
14. Health psychology: A discipline and a profession
15. Feedback and course evaluation

Literature



Havelka, M. (Ur.) (2002). *Zdravstvena psihologija*, Naklada Slap



Yael Benyamini, Marie Johnston, Evangelos C. Karademas (Eds) (2016). *Assessment in Health Psychology*, Hogrefe

Additional Literature



Hudek-Knežević, J, Kardum, I. (2006). *Stres i tjelesno zdravlje. Psihosocijalne odrednice tjelesnog zdravlja.*, Naklada Slap.

Similar Courses

» Health Psychology, Oxford

Heritage of Other Cultures in the Croatian Culture

270270



Lecturer



prof. dr. sc.
Dubravka Zima

ECTS Credits	4.0
English Level	L0
E-learning Level	L1
Study Hours	15
	15

Grading

Attending classes,
mastering literature,
participating in class
discussions.

Course Description

The aim of the course is to show in numerous examples, through a series of analytical insights and synthetic views, how Croatian culture is shaped by a series of very intense contacts with the nearest neighboring cultures, but also with those more important geographically very distant cultures. This relationship will be studied here synchronically as well as diachronically, showing the long-lasting cultural patterns that came to Croatian culture from the ancient and even earlier periods. The purpose of this study is to examine the key features of Croatian identity that are permeated with foreign elements and on which these foreign elements are assimilated and taken over or directed by other environments to become cultural layers in them.

Learning Outcomes

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

1. Analyze insights into the complexity of Croatian cultural identity
2. Analyze and identify related issues and interpret them from the standpoint of intertextuality and the comparative methodology that are going to be adopted
3. Define knowledge about the development of Croatian culture and about its interpreters and their misconceptions
4. Analyze complex questions about Croatian identity
5. Describe historical stages in the development of Croatian culture and the dominant foreign influences in their realization

Study Programme Learning Outcomes

Dual-major studies

Croatology

Define, analyze and argue the Croatian cultural narrative

Single out the characteristics of Croatian culture in the diaspora

Critically relate to mastered content and argue your conclusions in written and oral form

Describe and classify the legacy of other cultures within Croatia

Recognize and classify Croatian writers of European and world references

Recognize and argue the influence of religion and philosophy on

Croatian culture

Croatology

Forms of Teaching

- » Predavanja
- » Terenske vježbe

Week by Week Schedule

1. Continuities of Medieval Literature with Pre-Slavic Mythology, Illyrian Period and Antiquity. Analysis of epigraphy from Salona, island of Vis, Lumbarda on Korčula and Živogošće.
2. Analysis of medieval epigraphy and the oldest Croatian personalities: Čika, Vekenega, Petar Črni, queen Jelena.
3. Croatian Renaissance Literature in a European Context. Italians about Croats. Croatian in Italy: Zuan Polo.
4. Mechanical research by Faust Vrančić and their relatives.
5. The case of Juraj Križanić and his Russian mission in context of centuries relations between Croatia and Russia.
6. Giacomo Casanova and the Croats. Ivan Kreljanović and his Venetian Theatrical Success.
7. Examples of Maritime Literature. The linguistic intertwining of the Mediterranean and the contact of the Arab, Greek and Romanesque worlds with the Croatian. Relations with the Turkish language.
8. Spiritual Activity of Croats in Exile and Diaspora: Ivan Ilić, Antun Bonifačić, Ante Ciliga, Ivan Meštrović, Jozo Kljaković...
- 9.
10. Croatian Indias. Analysis of texts from the Middle Ages to Ivana Brlić Mažuranić and Malnar.
11. Literary Itineraries of Croatian Writers. Egyptomania since its' strengthening in the 18th century and then especially at the time of Napoleon's conquests. Echoes of Egyptomania in Recent Croatian Culture.
12. Rickard the Lionheart in the Adriatic. Croats in the Great Britain.
- 13.
14. Croatian cuisine: Petronius' fragment found in Trogir. The Question of Culinary in World Literary History. Veljko Barbieri: his literary and culinary work.
15. Balkan literary overlapping's: ožkanje's, bulgarštica's, etc.

Literature



Katičić, Radoslav (1998). *Litterarum studia. Književnost i naobrazba ranoga hrvatskog srednjovjekovlja*, Matica hrvatska, Zagreb



Ivančević, Radovan (1986). *Umjetničko blago Hrvatske*, Motovun



Katičić, Radoslav i Novak, Slobodan Prosperov (1987). *Dva tisućljeća pismene kulture na tlu Hrvatske*, Sveučilišna naklada Liber, Zagreb



Trpimir, Macan (1971). *Povijest hrvatskog naroda*, Matica hrvatska, Zagreb



Ivo Banac (1991).
*Hrvatsko jezično
pitanje*, Društvo
hrvatskih književnika,
Zagreb

Similar Courses

» History of Croatian Culture, Oxford

Historical Cartography of Croatian countries

270161

Lecturer



doc. dr. sc.
Vlatko Smiljanić

Course Description

The aim of the course is to acquaint students with the historical cartography of Croatian countries from the early modern period to modern times.

In addition, the subject includes the interpretation of basic topics and methods of studying historical geography and cartography and interpretation of

maps as a relevant historical source.

Learning Outcomes

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

1. Explain the development of cartography throughout history
2. Define the basic parts and elements of a geographical map
3. Interpret the map as a historical source
4. Define the basic concepts of historical cartography
5. Describe cartographic projections throughout history
6. Analyze, compare and evaluate different types of maps of Croatian lands
7. Recognize the importance of historical maps for the historiographical interpretation and historical context of Croatian lands

Study Programme Learning Outcomes

Dual-major studies

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Use methods of explanation and interpretation of historical processes

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Connect and evaluate different historical points of view, including the points of view of Croatian historians in the context

ECTS Credits	3.0

English Level L0

E-learning Level	L1

Study Hours 30

Teaching Assistant
Alen Moslavac, mag.
philol. hung. et mag.
educ. hist.

Grading

Based on exams, seminar papers and active participation in classes.

of the history of science

Apply established historical terminology and nomenclature

History

Use methods of explanation and interpretation of historical

Design discussions and provide comments that enable the explanation of a number of issues of a social, cultural or political nature

Apply traditional historical terminology and nomenclature

Prepare and present written and oral presentations of complex academic and non-academic content

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Esej [EN]

¹
ECTS Usmeni ispit [EN]

3
ECTS

Week by Week Schedule

1. Introductory lecture
2. Introduction to historical cartography. Basic concepts and interpretations
3. Cartographic elements and constituent parts of the map
4. The map as a historical source and medium of communication
5. Development of cartography throughout history. Periodization, ideas and technologies
6. Ancient cartography and depictions of Croatian lands
7. Cartography in the Middle Ages and depictions of Croatian lands
8. Cartography in the Renaissance and depictions of Croatian lands
9. Influences of exact sciences and "great geographical discoveries" on the development of cartography
10. Systematic cartographic surveys. Josephine, Franciscan and Franc-Josephine
11. The map as a source for researching the historical development of Croatian lands. Example of Arcanum Maps - The Historical Map Portal
12. Scientific project and edition "Croatia on secret maps of the 18th and 19th centuries"
13. Preservation of Croatian cartographic heritage. Collection of maps and atlases of the National and University Library in Zagreb and the Cartographic Library collections of the Croatian State Archives and the Croatian History Museum
14. Field course
15. Concluding considerations

Literature



Mirko Marković (1993).
Descriptio Croatiae,
Naprijed



Mirela Slukan, Mirela
Slukan Altić (2003).
Povijesna kartografija,
Meridijani



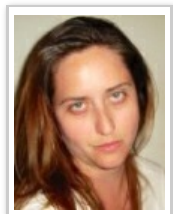
Nikola Glamuzina, Borna
Fuerst-Bjeliš (2015).
Historijska geografija
Hrvatske

History and Archeology

202967



Lecturer



doc. dr. sc.
Eva Katarina
Glazer

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.

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.

Study Programme Learning Outcomes

Dual-major studies

History

History

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.

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

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.

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
 - » 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).
*Stotine hrvatskih
arheoloških nalazišta*,
Leksikografski zavod
Miroslava Krleža,
Zagreb

Similar Courses

» Archaeology 101, Oxford

History in Motion: Field trip

285011

Lecturer



izv. prof. dr. sc.
Vlatka Vukelić

Course Description

The aim of the course is to present the students with historical sites and to introduce them to some of the most important historical events. After successfully completing the course, students will be able to: identify the basic problems of interpreting historical events and processes, write an essay on individual historical processes and events, draw independent conclusions about individual events and processes, and point out the necessity of an interdisciplinary observation of a particular historical topic.

Conducting field classes at nationally historically important sites that include historical and archaeological heritage. Before the fieldwork, students will complete literary and professional preparations in the form of e-consultations.

Learning Outcomes

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

1. Argue and rationally defend one's own historical understandings and positions
2. Develop discussions and provide explanatory commentary on a range of social issues. cultural or political in nature
3. Evaluate the justification of various theoretical and practical proposals. Taking into account the specificities of various areas of life and working environments
4. Apply established historical terminology and nomenclature
5. Interpret complex academic and non-academic contents in written and oral form
6. Relate the relationship between contemporary historical sciences and other humanities, social and natural sciences

Study Programme Learning Outcomes

Dual-major studies

Design of didactic content: planning, performing and evaluation of teaching

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

ECTS Credits	3.0

English Level L0

E-learning Level	L1

Study Hours 30

Teaching Assistants
Alen Moslavac, mag.
philol. hung. et mag.
educ. hist.
dr. sc. Nikolina Šimetin
Šegvić

Grading

The final grade is based on regular class attendance, participation in the organization of fieldwork, the presented seminar paper, and fieldwork.

Formulate arguments for and against mutually opposing points of view

Integrate critical models of thinking belonging to historical sciences into the unique ability of historical thinking

Critically judge and evaluate personal historical understandings and attitudes

Critically judge various descriptive and normative beliefs and attitudes

Design discussions and provide comments that enable the explanation of a number of issues of a social, cultural or political nature

Present complex scientific and non-scientific content in written and oral form

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Formulate arguments for and against mutually opposing points of view

Integrate critical models of thinking belonging to historical sciences into the unique ability of historical thinking

Critically judge and evaluate personal historical understandings and attitudes

Critically judge various descriptive and normative beliefs and attitudes

Design discussions and provide comments that enable the explanation of a number of issues of a social, cultural or political nature

Present complex scientific and non-scientific content in written and oral form

General Competencies

1. Describe the connection between a historical event and a location
2. Explain the causes of historical events and processes
3. Distinguish important from unimportant circumstances
4. Compare different historical events and their connections to a location
5. Evaluate the importance of a historical event
6. Write a written paper on fieldwork

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Esej [EN]

¹
ECTS Istraživanje [EN]

3
ECTS

Week by Week Schedule

1. Introductory lecture.

2. Assignment of literature and assignments.
3. Approach to field research in historical science part 1
4. Approach to field research in historical science part 2
5. Approach to field research in historical science part 3
6. Preparation and organization of fieldwork 1
7. Preparation and organization of fieldwork 2
8. Preparation and organization of fieldwork 3
9. Presentation of seminar papers 1
10. Presentation of seminar papers 2
11. Presentation of seminar papers 3
12. Fieldwork
13. Fieldwork analysis 1
14. Fieldwork analysis 2
15. Concluding remarks

Literature



Ian Dawson, Joanne de Pennington (2000).
"Fieldwork in History Teaching and Learning". U: The practice of university history teaching. Ur. Alan Booth i Paul Hyland, Manchester University Press



Literatura dodatno ovisi o lokalitetu i programu terenske nastave te će se utvrditi na početku semestra.

History of Christianity in Croatia

270166

Lecturer



doc. dr. sc.
Vlatko Smiljanić

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.

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.
2. Determine the key events and protagonists of the Croatian history.
3. Explain historical events in the causal process.
4. Connect the events from the Croatian religious history with the events at the European and historical scene.
5. Connect the events from the Croatian religious history with the events at the world's historical scene.
6. Present the hierarchy of historical events.
7. Discern their relevance of the historical events for the present moment.
8. Present Christianity as a component of the Croatian identity.

Study Programme Learning Outcomes

Dual-major studies

Croatology

History

History

ECTS Credits	5.0

English Level L1

E-learning Level	L1

Study Hours

15
15

Teaching Assistant
Bruno Šagi

Grading

Class attendance, seminar assignments, preliminary exams, oral or written final exam.

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.

Screening of student's work

1
ECTS Pohađanje nastave [EN]

2
ECTS Kolokviji [EN]

2
ECTS Usmeni ispit [EN]

5
ECTS

Forms of Teaching

» Predavanja

» Student will be presented with the topic through lectures.

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

Similar Courses

- » Filozofski fakultet u Zagrebu, Odsjek povijesti, kolegij: Kršćanstvo II, Oxford

History of Croatian Books and Libraries

286130



Lecturer



doc. dr. sc.
Lucija Krešić
Nacevski

ECTS Credits 4.0

English Level L0

E-learning Level L1

Study Hours
15
15

Grading

Regular attendance and active participation in discussion (25%), written exam (25%) and oral exam (50%).

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.

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.

Study Programme Learning Outcomes

Croatian Latinity

Generic competencies

apply different methods to explain, comment and interpret all literary scientific works written in Latin or Croatian language
critically evaluate diverse descriptive and prescriptive beliefs and points of view on human nature and place in the world
cooperate successfully with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues

follow and adequately reproduce written and oral presentations of complex academic and non-academic topics

think in an interdisciplinary manner and respect diverse scientific methodologies and views on specific issues

Specific competencies

in written and oral form present complex academic and non-academic topics in a clear and innovative manner

Dual-major studies

Croatian Latinity

Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian

Critically consider various descriptive and normative beliefs and attitudes about human nature and position in the world

Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content

Think interdisciplinary and respect different scientific methodologies and views on specific issues and problems

Cooperate with different individuals and groups in discussions and finding answers to various theoretical and practical questions

Clearly and innovatively present complex academic and non-academic contents in written and oral form

History

History

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Pismeni ispit [EN]

²
ECTS Usmeni ispit [EN]

⁴
ECTS

Forms of Teaching

» Seminar

» Oral discussions, writing tests

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: Euangelarium 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

History of Croatian Cinema

61935

Lecturers



prof. dr. sc. izv. prof. dr. sc.
Dubravka Zima Domagoj
Brozović

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours 30

Grading

class activity 20%
colloquium 20% essay
30% oral exam 30%

Course Description

The main goal of this class is to introduce the history of Croatian cinema to students, with special emphasis on the different approaches to the study of film history and the position of the Croatian cinema within the global context, especially in terms of industry and ideology. Considering this goal we are going to establish an overview of the aesthetic and social history of the national cinema, with insight into the most significant directors' and authors' oeuvres, genres and stylistic movements. We are going to position Croatian film in its Central European and Mediterranean context, viewed in the lens of popular and national culture, as well as through the prism of leading art medium of the 20th century. Although we are going to focus predominantly on feature length fiction film, separate lectures will be dedicated to documentaries, Zagreb school of animation, as well as to leading experimental cinema authors. For students without prior film studies experiences, overview of basic terminology will be offered, as well as guidelines for critical approach to contemporary Croatian film production.

Learning Outcomes

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

1. Apply the history of art in the history of cinema
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. Recognize 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

Study Programme Learning Outcomes

Communication Studies

Croatology

Synchronous and diachronically relate and analyze the influence of literary culture on Croatian stage and film arts

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).

Screening of student's work

1 ECTS Pohađanje nastave [EN]

1.5
ECTS Esej [EN]

1 ECTS Kolokviji [EN]

1.5
ECTS Usmeni ispit [EN]

5 ECTS

Forms of Teaching

» Predavanja

» Frontal teaching with film examples (screenings)

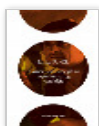
Week by Week Schedule

1. Introduction and methodological elaboration of the history of Croatian cinema
2. Croatian cinema in the global context (film stylistic epochs)
3. Archaeological period of Croatian cinema (1896-1941). The School of Public Health, Oktavijan Miletić
4. State cinema (NDH, FNRJ) and the classical style in the 1940s i early 1950s
5. Feature film realisms of the classical style in the 1950s
6. Canonical classical style of feature film. Branko Bauer
7. Documentary film from the classic style to the modernist film-essay
8. Late classic style and/or early modernist style (Branko Belan, Branko Bauer)
9. Film modernism I (auteur cinema, new wave aesthetics)
10. Film modernism II (high modernism, Vatroslav Mimica)
11. Film modernism III (political cinema, "post-Croatian Spring" cinema of the ethical unease)
12. Late modernism, early postmodernism (the Prague School, new genre cinema of the 1980s)
13. Postmodern, populist, art and genre cinema of the 1990s and 2000s - new national cinema
14. Zagreb School of Animation
15. Conclusion and evaluation

Literature



Gilić, Nikica (2010).
*Uvod u povijest
hrvatskog igranog
filma*, Leykam
international



Pavičić, Jurica (2017).
*Klasici hrvatskog filma
jugoslavenskog
razdoblja*, Hrvatski
filmski savez



Škrabalo, Ivo (1998).
*101 godina filma u
Hrvatskoj 1896-1997.*,
Nakladni zavod Globus



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



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

History of education

202850

Lecturers



izv. prof. dr. sc.
Vlatka Vukelić



doc. dr. sc.
Mijo Beljo

Course Description

The aim of the course is to learn about the history of education in general and specifically in the Croatian regions through all eras, from the Middle Ages to the early modern period and the first public gymnasium, the reform of the Viennese court and the process of establishing mass schools to modern education in the 20th century.

Learning Outcomes

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

1. Define the historical processes inherent in individual historical periods
2. Show clearly and concisely the basic course of the development of education in the world and in Europe until the end of the Middle Ages
3. Describe the development of education in the Croatian countries in the period from the 16th to the 18th century
4. Define the importance of Maria Theresa's and King Joseph's educational reforms
5. Describe the development of education in the Croatian countries in the 19th century
6. Compare the development of education in Croatia in the 20th century with that of other modern European countries
7. Explain individual historical sources

Study Programme Learning Outcomes

Dual-major studies

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Formulate arguments for and against mutually opposing points of view

Connect and evaluate different historical points of view, including the points of view of Croatian historians in the context of the history of science

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

During the classes, the activity of each student will be monitored, which will be reflected in the overall grade. It is obligatory to attend classes. The exam is oral.

Screening of student's work

1
ECTS Pohađanje nastave [EN]

2
ECTS Pismeni ispit [EN]

3
ECTS

Week by Week Schedule

1. Acquaintance of students with course obligations
2. Education in antiquity to the Renaissance
3. Modern ages schooling and school systems
4. School and educational theories in the 19th and 20th centuries
5. Monastic and Kaptol schools in the Middle Ages in Croatia
6. Franciscan contribution to Croatian education in Croatian regions
7. Dominican schools and their significance in the Croatian cultural past
8. Women's monasteries and their educational activities. Ursuline girls and their girls' schools
9. Jesuits and public grammar schools in Croatian regions in the 17th and 18th centuries
10. Cultural and social aspects of Jesuit courses
11. Croatian schools and institutions abroad (Bologna, Loreto, Fermo, Rome, Vienna, Trieste) from the 16th to the 19th century
12. School reforms of the Vienna court and their repercussions in Croatia in the 18th and 19th centuries
13. The first Croatian school laws in the 19th century and mass education
14. Croatian education through political and social turmoil in the 20th century
15. The crisis of modern education, critiques and perspectives for the future

Literature



Emerik Munjiza (2009).
*Povijest hrvatskog
školstva i pedagogije*,
Sveučilište JJ
Strossmayera u Osijeku,
Filozofski fakultet

Additional Literature



Dragutin Franković
(1958). *Povijest školstva i
pedagogije u Hrvatskoj*,
Pedagoško književni zbor

Similar Courses

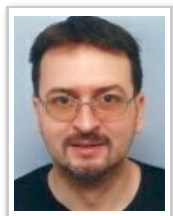
- » Društvene promjene u Hrvatskoj u XX. stoljeću, Oxford

History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction

284992



Lecturer



prof. dr. sc.
Mladen
Tomorad

ECTS Credits 4.0

English Level L0

E-learning Level L1

Study Hours 30

Grading
Seminar
paper/Presentation

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 historical sources (mythology, architecture, letters, biographies, epigraphical sources, paintings, mosaics etc.). After the whole course students will be able to demonstrate their knowledge about this subject and the difference between facts shown in movies and the facts based on the historical sources and literature.

During the course students will get review of the most important motion pictures related to the history of Ancient Egypt, Greece and Rome and the historical sources.

Learning Outcomes

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

1. Describe key historical facts of the motion pictures and historical figures shown in these movies
2. Explain the meaning of the Ancient world
3. Identify the major characteristics of the motion pictures related to the history of Ancient Egypt, Greece, and Rome
4. Identify the key issues of the history of Ancient Egypt, Greece and Rome
5. Identify 4) understand the key issues of the various myths and legends of the heroes shown in the motion pictures
6. Identify the the key issues and development of motion pictures related to the Ancient world

Study Programme Learning Outcomes

Dual-major studies

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

History

Design discussions and provide comments that enable the explanation of a number of issues of a social, cultural or political nature

Apply established historical terminology and nomenclature

History

Design discussions and provide comments that enable the explanation of a number of issues of a social, cultural or political nature

Present complex scientific and non-scientific content in written and oral form

Apply traditional historical terminology and nomenclature

Forms of Teaching

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

Week by Week Schedule

1. Introduction
2. History of Ancient Egypt in the Motion Pictures
3. Selected 1st movie part 1
4. Selected 1st movie part 2
Discussion
5. Selected 2nd movie part 1
6. Selected 2nd movie part 2
Discussion
7. Greek history in the motion pictures
8. Selected 1st movie part 1
9. Selected 2nd movie part 2
Discussion
10. Selected 2nd movie part 1
11. Selected 2nd movie part 2
Discussion
12. Roman history in the motion pictures
13. Selected movie part 1
14. Selected movie part 2
15. Coloquium

Literature



Tomorad, Mladen
(2013). *Ancient Egypt, Greece and Rome in Motion pictures - Facts vs. Fiction*, Hrvatski studiji



Tomorad, Mladen
(2014). *The history and culture of Ancient Greece and Rome in Motion Pictures*, Hrvatski studiji

Similar Courses

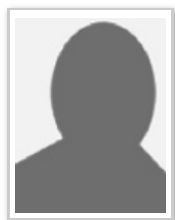
- » The history and culture of Ancient Greece and Rome in Motion Pictures, Oxford

History of Military Border

202897



Lecturer



izv. prof. dr. sc.
Kristina Milković

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

Lectures are obligatory to attend. Exam is oral.

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.

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

Study Programme Learning Outcomes

Dual-major studies

History

History

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

5. Soldiers from Military Border in the war affairs outside of the Military Border: reality and myths
6. The Dissapearance of the Different Autonomys 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 Peasamt Society: Headquarters Places and "Militaer-Communitaeten"
12. Comparison of Three Border Systems:Habsburg, Venetian and Ottoman
13. Year 1848 in Military Border: Konservative Modernization
14. Abolition of Military Border: Social, Economic and Ideological Legacy
15. The Final Discusion

Literature



Holjevac, Željko – Moačanin, Nenad. (2007). *Hrvatsko-slavonska Vojna krajina i Hrvati pod vlašću Osmanskoga Carstva u ranome novom 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*



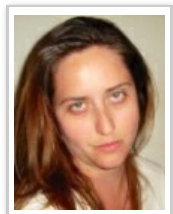
Valentić, Mirko. (1981). *Vojna krajina i pitanje njezina sjedinjenja s Hrvatskom 1848-1881.*

History of Palestine

284994



Lecturer



doc. dr. sc.
Eva Katarina
Glazer

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

Grading

Student activity will be monitored throughout the entire semester. Attendance is mandatory. Students must write a seminar and present it during lectures. The final exam is oral.

Course Description

Course objective is to inform the students on political history of the area of Palestine from the Bronze Age (the Age of the Patriarchs) to the founding time of the modern Israeli state and the up-to-date situation in the region.

Learning Outcomes

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

1. Name the most important events that occurred in the history of Palestine,
2. Interpret historical sources of the period,
3. Discuss the context of the variety of the topics connected to the history of Palestine,
4. Describe the cause and effect relationship related to the topics of the history of Palestine,
5. Identify the most important figures that played crucial roles in the developing processes in the history of Palestine.

Study Programme Learning Outcomes

Dual-major studies

History

History

General Competencies

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

Week by Week Schedule

1. Introduction
2. The Age of the Patriarchs
3. Solomon and the building of the temple; Assyrian domination and conquest; Babylonian conquest

4. Cyrus the Great and Nehemiah; (Re)Building of the Temple;
5. Hellenistic period; The Revolt of the Maccabees; Hasmonean dynasty
6. Herod the Great
7. Jewish-Roman Wars; Emperor Hadrian and the architecture and urbanism in Palestine (Aelia Capitolina)
8. Byzantine period
9. Arabic conquests; Abassid caliphates and the age of science
10. Kingdom of Jerusalem and the Crusaders
11. Ayyubids and Mamluks;
12. Ottoman period in Palestine
13. Congress in Basel 1896.; Balfour declaration 1917.;
14. 1948 Arab-Israeli War, Six Day War, Yom Kippur War
15. First and –second Intifada, Operation Pillar of Defence

Literature



Iosephus Flavius (1997). *The Jewish War*, Harvard University Press, Cambridge



Iosephus Flavius (1995). *Jewish antiquities*, Harvard University Press, Cambridge



Ibn Khaldun (1967). *The Muqaddimah*, Princeton University Press, Princeton



Chapman, C. (2002). *Čija je obećana zemlja? Izraelsko - palestinski sukob*, Stepres, Zagreb

Similar Courses

- » History of Ancient Israel, Oxford

History of private life --Croatia in the "long 19th century"

270165



Lecturer



izv. prof. dr. sc.
Kristina Milković

ECTS Credits	4.0
English Level	L0
E-learning Level	L1
Study Hours	15
	15

Grading

The student's work will be continuously monitored through their participation in classes whose attendance is obligatory. The seminar will also be evaluated in the form of written work and oral presentation, as well as the final exam in the form of an essay.

Course Description

The history of private life has an important place in contemporary historiography, but due to the extensiveness of the material, it is not possible to include it in course that provide overviews of individual epochs. This elective course is designed as a complement to the knowledge gained about the history of the 19th century, which was also a time of numerous and important changes and transitions from late feudal society to modern civil society, the disappearance of numerous collective identities and the emergence of new ones, as well as the separation of public and private spheres of life. In this elective course, an attempt will be made to analyze how these epochal changes, which the students were already familiar with at the undergraduate level of studies, were reflected in the private lives of individuals and individual identities.

Learning Outcomes

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

1. Analyze selected sources and literature
2. Summarize the causes of changes in private life in the 19th century
3. Analyze the concept of identity
4. Describe the fundamental connections between political and socioeconomic changes on the one hand and changes in the field of private life on the other
5. Present basic concepts and conclusions

Study Programme Learning Outcomes

Dual-major studies

History

History

Formulate arguments for and against mutually opposing points of view

Critically judge various descriptive and normative beliefs and attitudes

Critically judge and evaluate personal historical understandings and attitudes

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Present complex scientific and non-scientific content in written and oral form

Apply established historical terminology and nomenclature

Screening of student's work

ECTS ¹ Pohađanje nastave [EN]

ECTS ¹ Pismeni ispit [EN]

ECTS ² Seminarski rad [EN]

4
ECTS

Week by Week Schedule

1. Introductory lecture: course content, literature, methodology, approach, overview of previous research
2. Public and private in civil society
3. Home environments: manor house
4. Home environments: city
5. Home environments: village
6. Family relations: spouses, parents, children
7. A woman in the 19th century
8. Educational patterns
9. Free time: social life and entertainment
10. Culture of reading
11. Attitude towards death
12. Contemporaries about themselves: autobiographies and memoirs
13. Inner world: diaries
14. Emerging identities
15. Final discussion

Literature



Švoger, Vlasta; Turkalj, Jasna (2016). *Temelji moderne Hrvatske*, Zagreb: Matica Hrvatska

Additional Literature



Ariès, Philippe (1989). *Eseji o istoriji smrti na zapadu: od srednjeg veka do naših dana*, Beograd: Rad



Ariès, Philippe; Duby, Georges, prir. (2021). *Povijest privatnog života. Sv. 4. Od Francuske revolucije do Velikoga rata*, Zagreb: Mizantrop



Gross, Mirjana; Szabo, Agneza (1992). *Prema hrvatskom građanskom društvu. Društveni razvoj u civilnoj Hrvatskoj i Slavoniji šezdesetih i sedamdesetih godina 19. stoljeća*, Zagreb: Globus



Iveljić, Iskra (2007). *Očevi i sinovi. Privredna elita Zagreba u drugoj polovici 19. stoljeća*, Leykam international



Jarnević, Dragojla (2000). *Dnevnik*, Karlovac: Matica Hrvatska Karlovac



Johnston, Wiliam M. (1993). *Austrijski duh. Intelktualna i društvena povijest 1848.-1938.*, Zagreb: Nakladni zavod Globus



Judson, Pieter M. (2018). *Povijest Habsburškog Carstva*, Zagreb: Sandorf



Kršnjavi, Isidor (1986). *Zapisci. Iza kulisa hrvatske politike*, Zagreb: Mladost



Neustädter, Josip (1994). *Ban Jelačić i događaji u Hrvatskoj od godine 1848. Sv. 1-2.*, Zagreb: Školska knjiga



Sabotič, Ines (2007). *Stare zagrebačke kavane i krčme s kraja 19. i početka 20. stoljeća*, Zagreb: AGM; Institut društvenih znanosti „Ivo Pilar“



Stančić, Nikša, ur. (1985). *Hrvatski narodni preporod 1790.-1848. Hrvatska u vrijeme ilirskog pokreta. Katalog izložbe*, Zagreb: Povijesni muzej Hrvatske, Muzej za umjetnost i obrt, Muzej grada Zagreba



Tkalac, Imbro Ignjatijević (2002). *Mladenačke uspomene iz Hrvatske. Jugenderinnerungen aus Kroatien (1749-1823; 1824-1843)*, Karlovac: Gradska knjižnica „Ivan Goran Kovačić“



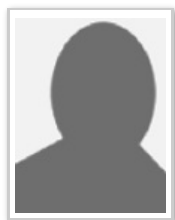
Zima, Dubravka (2022). *Djevojka u gradu. Djevojaštvo u 19. stoljeću*, Zagreb: Naklada Ljevak

Human resources management

227542



Lecturer



Zoran Komar,
nasl. v. pred.
mr. sc.

Course Description

To acquaint students with the basic tasks and practices of human resources management, as well as with the contributions of different professions in human resources management activities.

To direct students towards the sensitivity for choosing the appropriate practice of human resources management with regard to organizational ones

peculiarities and socio-cultural differences.

Increase understanding of the material, technological, organizational and personnel prerequisites for effective human resource management and the application of this knowledge in various activities.

Learning Outcomes

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

1. Describe historical development, theoretical foundations, social and economic determinants of human resources management
2. Identify the fundamental tasks and practices of human resources management
3. Distinguish between traditional, transactional and transformational human resources activities
4. Analyze the material, technological, organizational and personnel prerequisites for effective human resource management
5. Compare different human resources management practices with regard to organizational specificities and socio-cultural differences
6. Evaluate the distinct features of the human resources management function in the integral model of business efficiency

Study Programme Learning Outcomes

Psychology

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

A prerequisite for taking the written exam is a positively graded seminar paper. The written exam consists of 10 questions, each answer is scored on a scale of 0 to 5 points. For a passing grade, student needs to collect 60% of the points.

Screening of student's work

0 ECTS Pohađanje nastave [EN]

1.5
ECTS Pismeni ispit [EN]

1.5
ECTS Seminarski rad [EN]

3 ECTS

Week by Week Schedule

1. Introduction to the course: familiarization with the syllabus, literature and course obligations
2. Historical development and social significance of human resources management
3. Tasks and duties of the human resources manager
4. Forecasting personnel needs, acquisition and employment
5. Job analysis and job design
6. Performance management
7. Career management
8. Training and development of employees
9. Knowledge management
10. Compensation and benefits
11. Relations with employees
12. Human resources management in different areas of work
13. National context of human resources management
14. Strategic management of human resources
15. Evaluation of acquired knowledge

Literature



Noe, A. R., Hollenbeck, R., J., Gerhart, B., Wright, M., P. (2006). *Menadžment ljudskih potencijala*, Zagreb: Mate



Dessler, G. (2015). *Upravljanje ljudskim potencijalima – 12. izd.*, Zagreb: Mate.

Additional Literature



Bahtijarević-Šiber, F. (1999). *Management ljudskih potencijala*, Zagreb: Golden marketing



DeCenzo, D., A., Robbins, S., P., Verhulst, S., L. (2010). *Fundamentals of Human Resource Management—10th ed.*, Hoboken: John Wiley & Sons



Armstrong, M. (2006).
*A Handbook of Human
Resource Management
Practice - 10th ed.*,
London and
Philadelphia: Kogan
Page Ltd.



Brewster, C.,
Mayrhofer, W., Morley,
M. (2004). *Human
Resource Management
in Europe: Evidence of
Convergence?*, Oxford:
Elsevier Butterworth-
Heinemann.

Similar Courses

» Human Resources Management, Oxford

Image, Reputation Management and Lobbying

57248

Lecturer



Ivana Jeleč
Bulić,
pred.

ECTS Credits	4.0

English Level L1

E-learning Level	L1

Study Hours 30

Grading

45% practical work, 40% exam, 10% practical tasks, 5% classroom activity

Course Description

To provide students with an insight into the key elements of organizational 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.

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.

Study Programme Learning Outcomes

Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems
 Develop oral and written communication skills
 Develop competences in professional and interdisciplinary teamwork
 Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

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.

Screening of student's work

1
ECTS Pohađanje nastave [EN]

2
ECTS Kolokviji [EN]

1
ECTS Projekt [EN]

4
ECTS

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



Tench, R.; Yeomans, L. (eds) (2006). *Exploring Public Relations* (str. 208-233.; 250-265.; 343-346.; 446-463.), Harlow: Pearson Ed



Theaker, A. (2007). *Priručnik za odnose s javnošću* (str. 115-154-), Zagreb: Print



Wilcox, D. L., Ault P. H., Agee W. K. (1999). *Public Relations Strategies and Tactics*, Longman



Babić, M. (2004). *Korporativni imidž*, Zagreb, Adamić

Immigration Models

253188

Lecturer



izv. prof. dr. sc.
Tado Jurić

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	15
	15

Course Description

The subject will consider:

1. Recent migration flows in Europe and the region
2. Maintaining ties between emigration and the country of origin;
3. Nation-state response to emigration
4. The role of the diaspora and migrant remittances in the development / stabilization of socio-economic conditions in the country of origin;
5. Case studies of specific transnational communities
6. Diaspora in the context of globalization
7. Models of immigration and integration policy
8. Multiculturalism - challenges and criticisms
9. Transnational social spaces
10. Forced migration and refugees
11. Education - position on the labor market - social mobility in an immigrant society: case studies
12. Asylum

Learning Outcomes

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

1. Explain the immigration policy of the Republic of Croatia from independence to the present day
2. Describe the current immigration models of the Republic of Croatia
3. Compare the immigration models of traditional EU immigration countries and the Republic of Croatia - examples of good practice
4. Recognize the most successful immigration models in Europe and the world

5. Prepare an immigration-integration model for returnees in the Republic of Croatia
6. Prepare an immigration-integration model for foreigners in the Republic of Croatia

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop the ability to terminologically understand demographic and immigrant terms in students

Develop a critical attitude towards statistical data and literature relevant to research on the population and Croatian emigration

Interpret data on Croatian and global population and emigration

Dual-major studies

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Istraživanje [EN]

1
ECTS Seminarski rad [EN]

3
ECTS

Week by Week Schedule

1. European historical migrations - an overview
2. Croatian historical migrations
3. Types of immigration in Europe - ethnic migration, labor migration, elite migration
4. Three levels of migration analysis (micro, meso, macro)
5. Economic, geographic and behavioral theories of migration
6. Sociological theories of migration - an overview
7. Integration, assimilation, acculturation
8. Migrant networks and transnational social spaces
9. Connections between emigration and their country of origin
10. Psycho-social consequences of migration
11. Crisis of multiculturalism, racism and xenophobia
12. Migration from the perspective of emigrants and immigrant society
13. Models of immigration and integration policy in EU countries
14. Foreigner status in the Republic of Croatia and the EU; common European asylum system
15. Migrants and refugees through the prism of political demography

Literature



Milan Mesić (2002).
Međunarodne migracije



James Raymer, Frans
Wiilekens (2008).
*International Migration
in Europe*, John Wiley &
Sons



Rainer Bauböck,
Thomas Faist (2010).
*Diaspora and
Transnationalism*,
Amsterdam University
Press



Stephen Castles, Mark
J. Miller (2009). *The
Age of Migration*,
Palgrave MacMillan

Additional Literature



Castles, S. (2009).
*Development and
Migration—Migration and
Development: What
Comes First? Global
Perspective and African
Experiences*, *Theoria* 56
(121)

Indian Philosophy

213958

Lecturer



izv. prof. dr. sc.
Ivan Andrijanić

Course Description

The course introduces students to Indian philosophy and its cultural context. This is important because it is one of the most distinctive, developed, and rich philosophical traditions of humanity. Familiarizing oneself with Indian philosophical systems and issues significantly broadens the horizons and critical thinking of students of philosophy and culture.

Learning Outcomes

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

1. Analyze and compare Brahmanical, Buddhist and Jain texts with Western philosophical texts in a cultural context.
2. Identify the general value of Greek philosophy in the medium of Indian philosophy
3. Explain the epistemological, ontological and ethical implications of Indian philosophical systems in comparison with Western ones.
4. Explain the most important works of individual philosophical disciplines and critically analyze and evaluate the positions and arguments contained in them.
5. Demonstrate the importance of philosophical problems in Indian philosophical texts through socio-historical context.
6. Create scientific research in the field of philosophy and write philosophical papers in a clear and organized manner.

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Formulate different arguments, possible contradictions and construct counterexamples

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Explain the specifics of contemporary philosophical disciplines and their development

Encourage the development of professional and scientific

ECTS Credits	3.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

Regular attendance of lectures, regular completion of independent tasks and oral exam.

excellence and integrity and determine the need for lifelong learning and professional development

Screening of student's work

1
ECTS Pohađanje nastave [EN]

2
ECTS Usmeni ispit [EN]

3
ECTS

Week by Week Schedule

1. The concept of philosophy in India
2. Periods of the history of Indian philosophy
3. Time, place of crystallization and organization of the corpus of the Vedas
4. The beginnings of Indian thought in the Vedic collections. Examples. Upaniṣads of the first three Vedas: Aitareya, Chāndogya, Bṛhadāraṇyaka
5. Great teachers: Uddālaka Āruṇi, Yājñavalkya Vājasaneyā. Text samples. Basic terms: prajāpati, ātman, brahman, sat, prāṇa, prajñā, bhūta, karman, etc.
6. Assumptions of Buddhist and Jain philosophy
7. Buddha's four noble truths, the eightfold path: ethics, knowledge, and contemplation; five "thicknesses of attachment", causation: chain of dependent creation; logic: four types of judgments.
8. Basic terms: saṃsāra, nirvāṇa, dharma, saṃskāra, vijñāna, prajñā, śīla, dhyāna, etc. Sample texts. Jinist categories of jīva and ajīva and their fivefold division, the concept of karma and liberation, cosmology, ethics, logic: seven types of judgments, eschatology
9. Philosophy in Sanskrit epics, dharmasāstras, and purāṇas. Bhagavadgītā: jñāna, karmayoga and bhakti
10. Philosophical schools of older Buddhism: Theravāda and Sarvastivāda: Vaibhāṣika and Sautrāntika. Different divisions of saṃskṛta-dharma and asaṃskṛtadharma
11. Philosophical schools of early Buddhism: madhyamaka and yogācāra
12. Brahmanical philosophical schools: Nyāya and Vaiśeṣika, Sāṃkhya and Yoga. Vedic Renaissance: pūrvamīmāṃsā and uttaramīmāṃsā or vedānta
13. The backbones of the system of individual darśhans: gnoseology, ontology, logic, ethics, eschatology
14. Branches of Vedānta and great thinkers: Śaṃkara, Rāmānuja, Madhva
15. A View of Tantric Philosophy in Śivism: Kashmir Śivism and Abhinavagupta, the Southern Śaiva Siddhānta. Neo-Hindu and contemporary Indian philosophy. Concluding Considerations on the Yields and Challenges of the Indian Philosophical Tradition

Literature



Teliyavaram
Mahadevan
Ponnambalam
Mahadevan (1974).
*Invitation to Indian
Philosophy*, New Delhi :
Arnold-Heinemann
Publishers (India)



Mysore Hiriyanna,
Čedomil Veljačić
(1980). *Osnove indijske
filozofije*, Naprijed



Helmuth von
Glasenapp (1949). *Die
Philosophie der Inder*,
Alfred Kroner Verlag



Giuseppe Tucci, Milana
Piletić (1982). *Istorija
indijske filozofije*, Nolit

Similar Courses

» Indian Philosophy II (MT21), Oxford

Integration Approach

238019

Lecturer



doc. dr. sc.
Jadranka
Polović

Course Description

1. introduce students to theoretical approaches and concepts of contemporary international migration and diaspora
2. train students to understand the motives, causes and consequences of migration mobilities from the Croatian ethnic area (XX and XXI centuries)
3. to acquaint students with models of immigration and integration policy in EU countries
4. train students to understand the overall social context as a challenge for the application of integration models
5. introduce students to the Croatian normative and institutional framework and models of networking and connection with the diaspora
6. train students for independent participation in projects of scientific, economic, cultural and other cooperation with the Croatian diaspora
7. train students to understand, clarify and predict future global migration and security issues, movements, conditioning and consequences
8. train students for independent research related to the application of the Croatian model of integration of selective migration
9. to explain to students the migration conditionality on the security of the Croatian and European geographical space and society
10. to develop students' awareness of the threats to basic systems in society and space caused by migration

Learning Outcomes

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

1. Explain the importance of thinking and developing Croatian integration models of selective migration
2. Define migration laws
3. Explain the crises of integration models at the level of developed EU countries
4. Describe new models of connection with the Croatian diaspora

ECTS Credits	3.0

English Level L0

E-learning Level L1

Study Hours

30

15

Grading

Regular attendance at classes, passed colloquium, discussion in class and independent preparation of a research assignment.

5. Recognize migration cycles and integration models in the service of Croatia's development
6. Explain selective migration flows in the context of a non-identity population

Study Programme Learning Outcomes

Demography and Croatian Diaspora

- Build the personality of students through the definition of Croatian identity values within the framework of the overall Croatian population
- Propose political and legal solutions based on scientific research of demographic and emigrant content
- Carry out analytical and scientific procedures of forecasting and modeling the future
- Develop cognitive and operational skills for conducting research essential for development concepts and homeland security

Dual-major studies

Screening of student's work

0.5
ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

0.5
ECTS Seminarski rad [EN]

3 ECTS

Week by Week Schedule

1. Introductory lecture: familiarization with the structure, content and objectives of the course; organization of classes, subject evaluation, obligations students; proposal of topics for the seminar paper, determination of presentation deadlines
2. Models of integration / diaspora (definition of basic terms, theoretical approaches)
3. Dimensions of integration (legal-political, socio-economic, cultural-religious, identification)
4. Integration models in the contemporary context (assimilation, melting pot, integration, interculturalism, cultural pluralism, multiculturalism)
5. Models of immigration and integration policy in EU countries - comparative analysis; multiculturalism as an integration model / crisis of multiculturalism in Europe
6. Parallel societies as a result of isolation / ghettoization (conflict lines, migrants in the programs of political parties)
7. Connections between emigration and their country of origin / Case study – Ireland, Italy, Israel
8. Croatia as an emigrant country: (emigration from Croatia during the 20th century: historical overview (1900–1948; 1948–1991; 1991–2001; analysis motivational factors of emigration, historical - political context)

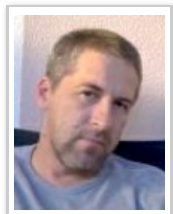
9. The Croatian "western" diaspora as the development potential of the Republic of Croatia (active role in the creation and defense of the Republic of Croatia, promotion and lobbying, human capital, social networks, willingness to invest...)
10. Croatian institutional and normative framework (interaction with the Croatian diaspora and institutions in the host country, information and connection, protection of the rights and position of emigrants)
11. Networking as a model of Croatian politics: building institutional capacities for connecting the Croatian diaspora and the Republic of Croatia (experience 1990- present, government institutions - Ministry of Immigration, Ministry of Return and Immigration; Matica Croatia, Croatian registry of emigrants...)
12. Diaspora in the context of globalization (components of social mobility - the possibility of voting and political representation; preservation of state and cultural identity / strengthening educational, scientific and sports cooperation; economic partnership)
13. Refugee crisis 2015 - Croatia as a receiving country (impact of forced migration / Balkan route)
14. Mass emigration from Croatia (emigration of young, educated and professional people)
15. Open issues (national identity, demographic future of the country, the Republic of Croatia as a country of re-immigration or selective migration)

Introduction to Historical Science

57158



Lecturer



prof. dr. sc.
Darko Vitek

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

Grading

Active students will be monitored throughout the semester. Classes is required to attend.

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.

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.

Study Programme Learning Outcomes

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Formulate arguments for and against mutually opposing points of view

Identify and describe the disciplines of contemporary historical sciences, their development and basic problems

Use methods of explanation and interpretation of historical

Present complex scientific and non-scientific content in written and oral form

Apply traditional historical terminology and nomenclature

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

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Kolokviji [EN]

¹
ECTS Pismeni ispit [EN]

²
ECTS Usmeni ispit [EN]

5
ECTS

Week by Week Schedule

1. Introduction. Basic concepts of historical science.
2. Professionalization of academic historiography and its consequences.
3. The current state of the scientific field of history.
4. Development of historical science. Antiquity.
5. Development of historical science. Middle Ages.
6. Development of historical science. Humanism.
7. Development of historical science. Enlightenment.
8. Development of historical science. 19th century.
9. Development of historical science. World historiography before World War II.
10. The Development of Historical Science. Contemporary Historiography I.
11. The Development of Historical Science. Contemporary Historiography II.
12. Historiography as criticism.
13. Historiography and science.
14. Historiography as narrative.
15. Recapitulation

Literature



Mirjana Gross (1996).
*Suvremena
historiografija*, Zagreb

Additional Literature



Carlo Ginzburg (1989). *Sir i crvi : kozmos jednog mlinara iz 16. stoljeća*, Zagreb



Natalie Zemon Davis (2001). *Povratak Martina Guerrea*, Zagreb



Marc Bloch (2001). *Feudalno društvo*, Zagreb



Johan Huizinga (1992). *Homo ludens : o podrijetlu kulture u igri*, Zagreb



Zdenka Janeković Römer (2007). *Maruša ili Suđenje ljubavi : bračno-ljubavna priča iz srednjovjekovnog Dubrovnika*, Zagreb



Miroslav Bertoša (2011). *Doba nasilja, doba straha : vojnici-pljačkaši, seljaci-razbojnici i doseljenici-nasilnici u Istri XVII. i XVIII. stoljeća*, Zagreb



A.J.P. Taylor (1994). *Uzroci Drugog svjetskog rata*, Zagreb



Jaroslav Šidak (1988). *Hrvatski narodni preporod – ilirski pokret*, Zagreb

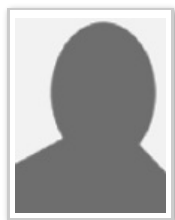
Similar Courses

» Historical methods, Oxford

Introduction to Publishing

270276

Lecturer



prof. dr. sc.
Dubravka Zima

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours

15
15

Grading

Activity in class - 40%

Paper - 20% Practical exercises - 40%

Course Description

The course deals with the basic concepts of publishing and publishing products, and on a practical level teaches about the publishing process and its social implications. Field teaching is planned in cooperation with publishing companies.

Learning Outcomes

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

1. Differentiate publishing products
2. Recognize contemporary trends in publishing
3. Define the basics of publishing regulation
4. Recognize and define specialized publishing products

Study Programme Learning Outcomes

Dual-major studies

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Croatology

Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

1 ECTS Istraživanje [EN]

0.5 ECTS Seminarski rad [EN]

1 ECTS Praktični rad [EN]

3 ECTS

Week by Week Schedule

1. Introductory remarks. Students' assignments.
Seminar: instructions for taking the exam
2. Introduction to the history of books.
Seminar: reading.

3. Publishing. Publishing types.
Seminar: field trip.
4. Overview of the publishing products.
Seminar: analysis of the publishing products.
5. On regulation of the publishing.
Seminar: laws in publishing
6. History of the publishing in Croatia.
Seminar: analysis of the historical publishing.
7. History of the publishing in Croatia, part 2.
Seminar: e-learning.
8. Contemporary publishing: understanding of the public role of publishing.
Seminar: practical work.
9. Contemporary publishing: processes and results.
Seminar: practical work.
10. Contemporary publishing: specialized publishing processes.
E-learning.
11. Specialized publishing processes: children's literature in publishing.
Seminar: field work.
12. New trends in publishing (e-publishing). E-learning: online assignment.
13. New trends in publishing: digitalization. E-learning: online assignment.
14. Scientific publishing.
E-learning: online assignment.
15. Evaluation of the course.
Seminar: evaluation.

Literature



Aleksandar Stipčević
(2006). *Povijest knjige*,
Matica hrvatska



Zoran Velagić (2020).
Uvod u nakladništvo,
Hrvatska sveučilišna
naklada

Introduction to Scientific Research

61243

Lecturer



izv. prof. dr. sc.
Karolina Vrbanić
Zrinski

Associate Lecturer



izv. prof. dr. sc.
Domagoj
Brozović

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.

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

Study Programme Learning Outcomes

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Describe, recognize and apply the fundamental stylistic features of the text

ECTS Credits	5.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

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

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.

Screening of student's work

1
ECTS Pohađanje 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



Lecturer



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

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.

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

Study Programme Learning Outcomes

Communication Studies

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	L3
E-learning Level	L1
Study Hours	20 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]

5 ECTS

Forms of Teaching

- » Predavanja
 - » direct teaching
- » Seminar
 - » workshops, presentations, discussions

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

Similar Courses

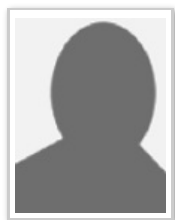
- » Sociolingvistika, Oxford

Ivana Brlić-Mažuranić

201796



Lecturer



prof. dr. sc.
Dubravka Zima

ECTS Credits 3.0

English Level L1

E-learning Level L1 (5%)

Study Hours

15

15

Grading

It is assessed the participation in class, activities during the class, the quality of the seminar paper.

Course Description

The course is planned in two ways: on the one hand, intrinsically, on the study of the literary work of Ivana Brlić-Mažuranić, in the context of early 20th century Croatian literature and in the context of the formation of canons and non children's and children's literature. On the other hand, the course focuses extrinsically on the study of the Ivana Brlić-Mažuranić phenomenon in her time and today. The course is literary-historical and cultural, and in this sense the aims of the course are seen in the questioning and recontextualization of the work of Ivana Brlić-Mažuranić in literary-historical and canonical sense.

Learning Outcomes

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

1. Define and conduct academic research on archival or other historical material
2. Apply the presented theoretical apparatus in the analysis of literary text
3. Analyze and interpret the theoretical and historical issues addressed in the literary text

Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Recognize, explain and single out the characteristics of children's literature

Croatology

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Istraživanje [EN]

1
ECTS Seminarski rad [EN]

3
ECTS

Week by Week Schedule

1. Introductory lecture, way the course works, student obligations and assignments, manner of student work monitoring, assessment, exam.
2. Ivana Brlić-Mažuranić - the state of research in Croatian humanities. Reception of the literary work of Ivana Brlić-Mažuranić in Croatian literature, from her time to the present.
3. Biography of Ivana Brlić-Mažuranić.
4. Youth diary writings Good morning, world (1888-1891) - A representative indicator of patriotic education in the Mazuranić family.
5. Literary age of Ivana Brlić-Mažuranić. Neo-romanticism and anti-modernism.
6. Poetic and autopoetic texts of Ivana Brlić-Mažuranić.
7. Novels by Ivana Brlić-Mažuranić. The theory of children's and adolescent novels.
8. Ivana Brlić-Mazuranić novels, continued.
9. A fairy tale in the context of the literary work of Ivana Brlić-Mažuranić.
10. Priče iz davnina and other fairy tales by Ivana Brlić-Mažuranić. Slavic mythology as a metaphor and metonymy.
11. Poetry of Ivana Brlić-Mažuranić.
12. Articles by Ivana Brlić-Mažuranić. Biographical context as a context for the representation of civic life in Brod in the first half of the 20th century.
13. Nominations for the Nobel prize and Reception at JAZU - facts and controversies.
14. Ivana Brlić-Mažuranić in the context of the literary and cultural canon of contemporary Croatian culture. Public image of the author.
15. The issue of the canon of Croatian non children's and children's literature on the example of Ivana Brlić-Mažuranić's literary work.

Literature



Dubravka Zima (2001).
Ivana Brlić Mažuranić,
Zagreb: ZZOK



Joža Skok (2007).
*Književno djelo Ivane
Brlić Mažuranić*,
Varaždinske Toplice:
Tonimir



Berislav Majhut (2008).
*Recepcija romana
Čudnovate zgode šegrta
Hlapića Ivane Brlić
Mažuranić*, Croatica nova,
2, 2

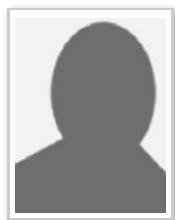
Similar Courses

» Hrvatska dječja književnost, Oxford

Journalism as a Profession: Practicum

57212

Lecturer



izv. prof. dr. sc.
Vladimira Rezo

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours 60

Teaching Assistant
dr. sc. Lana Pavić, nasl.
pred.

Grading
100% practical work

Course Description

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

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;

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Develop oral and written communication skills

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public

relations and scientific research in communications

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
7. Reportage as the queen of journalism
8. Field work
9. Subjective journalistic forms,
10. Press conference,
11. Radio reporting,
12. Television story,
13. Differences in reporting for newspapers, radio and television.
14. Photography in journalism.
15. Final exercise

Literature



Bobić, D. (1987), Što s događajem: o umijeću novinskog obavještanja, Zagreb: 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

Latin language in the history of Croatian education 200540

Course Description

This course enables students to understand the role of Latin language in the creation of European civilisation, primarily through its role in educational and school system. The focus is set on Early modern age, and on the various stances towards language in different educational systems in different periods and lands. Documents such as Ratio studiorum and Ratio educationis are discussed, as well as the role of Catholic Church in the transference of knowledge. Special attention will be given to the situation in Croatian lands. This way the students - future teachers - will be able to appreciate and emphasise the importance of Latin in Croatian culture and identity.

Learning Outcomes

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

1. Translate texts from all periods of Croatian Latinity and in every functional style
2. Analyse the text on a linguistical level and prepare it for educational purposes
3. Analyse the text on a literary-stylistic level and prepare it for educational purposes
4. Connect the text with classical and medieval tradition
5. Synthetise the knowledge of a latinistic work in the form of an essay
6. Contextualise a certain work according to the contemporary socio-political contexts and the author's biography
7. Teach about the latinistic works through a historical, literary or cultural aspect
8. Critically analyse the text important for the history of education

Study Programme Learning Outcomes

Croatian Latinity

Dual-major studies

Croatian Latinity

Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

0.5 ECTS Istraživanje [EN]

0.5 ECTS Referat [EN]

0.5 ECTS Seminarski rad [EN]

0.75 ECTS Usmeni ispit [EN]

0.25 ECTS Praktični rad [EN]

3 ECTS

ECTS Credits 3.0

English Level L1

E-learning Level L1 (4%)

Study Hours
15
15

Grading

Students are expected to write and present an essay on a selected topic, and the level of information acquired is tested through an oral exam.

Week by Week Schedule

1. Introduction: overview of the theme, literature and students' obligations.
2. Role of Latin in education throughout the history of Europe and the Croatian lands. Text examples are analysed.
3. Methods of teaching in European school systems. Text examples are analysed.
4. The role of the Catholic Church in the history of education in Europe: the Jesuit Ratio studiorum. Text examples are analysed.
5. History of education in Croatian lands. Text examples are analysed.
6. Enlightenment and school systems in Europe. Text examples are analysed.
7. Students' presentations.
8. The 1777- and the 1806 Ratio educationis. Text examples are analysed.
9. Attitude towards different religions and the catechesis in RE. Text examples are analysed.
10. Attitudes towards teaching of and in a native language in RE. Text examples are analysed.
11. Paedagogical elements in RE. Text examples are analysed.
12. Importance of classical literature in RE. Text examples are analysed.
13. RE as an example of a complete educational reform. Text examples are analysed.
14. Students' presentations.
15. Conclusions: discussion on a theme selected by students

Literature



Horbec, I. – Matasović, M. – Švoger, V. (ur.) (2017). *Od protomodernizacije do modernizacije školstva u Hrvatskoj I.: Zakonodavni okvir*, Hrvatski institut za povijest



(1777). *Ratio educationis totiusque rei literariae per Regnum Hungariae et provincias eidem adnexas*, Trattner, Vindobonae



Leonhardt, J. (2009). *Latin: Story of a World Language*, Verlag C.H. Beck, München

Additional Literature



Hoško, F.E. – Korade, M. (2003). *„Školstvo i crkveni redovi“, Hrvatska i Europa: kultura, znanost i umjetnost, sv. 3: Barok i prosvjetiteljstvo (XVII.-XVIII.stoljeće), ur. Ivan Golub*, Zagreb



Matasović, M. (2009). *„Ad maiorem Dei gloriam I i II“, Povijesni prilozi 36 i 38*, Hrvatski institut za povijest



Košutar, P. (2013).
Hrvatsko jezikoslovlje
18. stoljeća u suodnosu
s europskim, Hrvatski
studiji, Zagreb



Katičić, R. – Lisac, J.
(ur.) (2011). *Povijest*
hrvatskoga jezika 2 i 3
(16. / 17. i 18. stoljeće),
Croatica, Zagreb

Similar Courses

» Storia dell'educazione Europea, Oxford

Latin Paleography and Epigraphy

86899

Lecturer



doc. dr. sc.
Lucija Krešić
Nacevski

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.

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

Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Define and describe the contemporary disciplines of literature, linguistics and auxiliary historical sciences, the history of their development and their main problems

Conceptually clearly present different information and viewpoints and critically assess the credibility of claims,

ECTS Credits 5.0

English Level L0

E-learning Level L1

Study Hours
30
15
15

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 Archive of Zagreb. At continue to evaluate the active participation and preparation for classes, essay, term paper. The final exam is oral. Activity in class - 15% Exercises reading the manuscript - 15%, Written exam - 20% Oral exam - 30%



assumptions and arguments mediated through various media
 Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content
 Recognize and interpret the interdisciplinary nature of historical research, connecting its individual segments with corresponding segments of other humanities and social sciences
 Interpret, evaluate, comment, translate and prepare works and/or writings from the Croatian cultural heritage for print, especially Latin ones, in accordance with contemporary philological customs and requirements
 Think interdisciplinary and respect different scientific methodologies and views on specific issues and problems
 Clearly and innovatively present complex academic and non-academic contents in written and oral form

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.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Pismeni ispit [EN]

²
ECTS Usmeni ispit [EN]

¹
ECTS Praktični rad [EN]

5
ECTS

Week by Week Schedule

1. Introductory lecture. Latin paleography: term, aim, method and overview of the development of Latin paleography
2. Scribal materials (wood, metal, papyrus, parchment, silk and paper), scribal instruments (spike, reed, pen) and variant forms of manuscript : sheets of wood, waxed tile (diptych, triptych), rotulus or roll, codex / book. The origin and historical development of the Latin script: the historical development of the Latin script from its beginnings to the advent of printing (6th BC-15th century)
3. Latin script and codices in the centers of the Roman and Late Antiquity culture (1st-8th century) elegant capitals and Latin cursive: main characteristics of the script, abbreviations and criteria for dating. Uncial and semiuncial script: main characteristics, use, development and elements for dating, ornaments and miniatures

4. Workshop: Transcription of *Evangelium Spalatense*. Roman cursive (main characteristic of alphabet, ligature, the development and period of its use) and medieval scripts: Merovingian scripts (France) Pre-Caroline (France, Germany, Switzerland), Insular script (Great Britain, Ireland), Visigothic script (Spain)
5. The system of abbreviation: *nomina sacra*, *notae iuris* and variant abbreviation signs. Beneventan script: Monte Cassino, South Italian and Dalmatian types of the Beneventan script, abbreviations and ligatures as an element for dating
6. Exercise: The most important codices written in Beneventan script of Croatian cultural heritage 1 (Book of Hours of the Abbess Čika, *Evangelium Traguriense*, *Evangelium Vekenegae*). Exercise: The most important codices written in Beneventan script of Croatian cultural heritage 2 (Cartularies of the Convents of St. Mary and St. Chrysogonus in Zadar, Archdeacon Thomas of Split, History of the Bishops of Salona and Split)
7. Illumination of the Beneventan manuscripts: Byzantine, Occidental influence. Scribal revival in the period of the Emperor Charlemagne: creation of Carolingian minuscule, types of letters, the main scriptoria centers and criteria for dating
8. Workshop: Illumination of Carolingian manuscripts (schools: Trier, Metz, Corbie, Fulda, Sankt Gallen, Reichenau, Regensburg, Sallisbury, Catalonia). Exercise: Analysis of the manuscript written in Carolingian minuscule (Sumpetar cartulary)
9. Exercise: Analysis of charters issued by Imperial, Papal and Croatian royal chancellery. Scripts of university centers: Gothic minuscule (*textualis*, *cursiva*): origins and development, forms of Gothic minuscule, national forms (*bastarda*, *rotunda*, *fraktur* ...)
10. Exercise: Analysis of manuscripts written in Gothic minuscule *textualis*. Exercise: Analysis of manuscripts written in Gothic minuscule *cursiva*
11. Workshop: Analysis and interpretation of the manuscript *Navicula Petri* written by Nicholas of Modruš. Gothic miniatures: Italian (Bologna, Florence, Lombardy), French, Flamish, English, German
12. Latin script and manuscripts in the period of Humanism (15. century): main characteristics and types. Exercise: Analysis of the manuscripts written in Humanist minuscule 1
13. Exercise: Analysis of the manuscripts written in Humanist minuscule 2. Workshop: Illumination of the manuscript written in Humanist minuscule - schools: Italian (Florence, Ferrara), German and other European centers.
14. Publishing manuscripts (critical edition (in extenso), partial publishing (in extracto) and publishing as summaries (in regesto). Introduction in Epigraphy and its importance for Croatian cultural environment
15. Exercise: Epigraphic sources for the Early Middle Ages 1. Exercise: Epigraphic sources for the Early Middle Ages 2

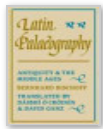
Literature



Franjo Šanjek (2004). *Latinska paleografija i diplomatika*, Sveučilište u Zagrebu, Hrvatski studiji



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



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



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



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

Legal and Ethical Public Relations Standards

289823



COM

CRO

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CRO-S

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HIS

HIS

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PSY

SCI

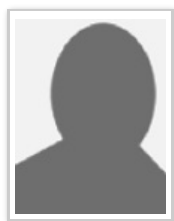
SCI

SOC

SOC

TEA

Lecturer



izv. prof. dr. sc.
Ivan Burić

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.

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

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours 30

Teaching Assistant
dr. sc. Ana Marija Dunaj

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).

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

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

201263



Lecturer



izv. prof. dr. sc.
Rona Bušljeta
Kardum

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

Grading

Active participation,
written exam (or two
colloquiums).

Course Description

The objectives of the course Legal Bases and Pedagogical Documentation are: to introduce legal regulations in the field of education in elementary and secondary schools, to explain the origins and purpose of these regulations, to critically assess legislation in the field of education in elementary and secondary schools, to introduce e-Matica and e-Dnevnik.

Learning Outcomes

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

1. Name the basic laws, regulations and other documents in the field of education in elementary and high school
2. Distinguish laws and regulations
3. Evaluate the origin and purpose of regulations in the field of education
4. Predict the way of applying regulations in the area of education and training
5. Evaluate existing documents in the field of education in primary and secondary schools
6. Use pedagogical documentation and records; use e-Matica and e-Dnevnik
7. Describe the school management system and the rights of students and parents
8. Explain the supervision of a school institution.

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Croatian Latinity

Cooperate with different individuals and groups in discussions and finding answers to various theoretical and practical questions

Clearly and innovatively present complex academic and non-academic contents in written and oral form

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Croatology

History

Determine and justify the basic ideas and principles on which modern democratic societies rest

History

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Psychology

Critically evaluate professional and scientific literature from psychology and related disciplines and create new scientific knowledge

Support cooperation in interdisciplinary team work and create constructive professional relationships with experts of collaborating disciplines

Sociology

Sociology

General Competencies

Upon completion of the teacher education programme, the student will be able to:

Distinguish among legal regulations, decisions, and provisions of the Republic of Croatia relevant to the teaching profession.

Utilize the aforementioned documents as required in professional teaching practice.

Interpret, on the basis of these documents, the rights and obligations of employees within educational institutions.

Recommend appropriate criteria for the evaluation of the teaching process.

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

1 ECTS Pismeni ispit [EN]

0.5
ECTS Referat [EN]

2 ECTS

Forms of Teaching

» Predavanja

» Direct teaching

» Seminar

» Students represent their selected topics through Power

point presentation.

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. The first colloquium.
9. Monitoring and grading student accomplishments.
10. Pedagogical measures.
11. Starting and terminating work in a school institution. Professional training, development, advancement and issuing licences.
12. Supervising the work of a school institution.
13. Pedagogical documentation and records.
14. The second colloquium.
15. Managing a school institution.

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



Sekulić Erić, I. (2016). *Priručnik za polaganje stručnog ispita pripravnika u osnovnim i srednjim školama*, Zadružna štampa d.d.

Similar Courses

» Education, Oxford

Lexicology and Lexicography of the Croatian Language

147174

Lecturer



Mario Grčević,
prof. dr. sc.

ECTS Credits	5.0

English Level L1

E-learning Level L1

Study Hours

30

15

Teaching Assistant
dr. sc. Lidija Bogović

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.

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.

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.

Study Programme Learning Outcomes

Croatology

Define, single out, explain and argue basic terms from lexicology and lexicography

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Describe and classify a word formation

General Competencies

Master the lexical level and integrate the conversance of all language levels.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Kolokviji [EN]

¹
ECTS Pismeni ispit [EN]

¹
ECTS Usmeni ispit [EN]

5
ECTS

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

Literary and Linguistic Heritage of Northwestern Croatia

270278



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CRO-S

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TEA

Lecturer



izv. prof. dr. sc.
Ivana Kresnik

ECTS Credits 3.0

English Level L3

E-learning Level L1 (10%)

Study Hours

15

15

Course Description

Study Programme Learning Outcomes

Dual-major studies

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

Croatology

Croatology

Define, analyze and argue the Croatian cultural narrative

Critically relate to mastered content and argue your conclusions in written and oral form

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Describe and classify the legacy of other cultures within Croatia

Describe and classify a word formation

Describe, recognize and apply the fundamental stylistic features of the text

Recognize and argue the influence of religion and philosophy on Croatian culture

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

0.5
ECTS Referat [EN]

0.5
ECTS Seminarski rad [EN]

1.5
ECTS Usmeni ispit [EN]

3 ECTS

Literature



Aloj Jembrih (1996).
Kajkaviana Croatica:
Hrvatska kajkavska
riječ, Družba Braća
hrvatskoga zmaja



Aloj Jembrih (2023).
Kajkavski filološki
ogledi: Prinos povijesti
hrvatske književnosti i
jezika, Hrvatska udruga
Muži zagorskoga srca

Literary Stylistics

201804



Lecturer



izv. prof. dr. sc.
Karolina Vrban
Zrinski

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
15
15

Grading

Class attendance, 1 ECTS

Seminar paper, 1 ECTS

Oral exam, 1 ECTS

Course Description

Adoption of terms and procedures from stylistics and their application in independent stylistic analysis (interpretation) of literary and non-literary texts. Study of stylistic procedures and their stylistic values and functions with regard to different texts, styles, language functions and speech styles.

Learning Outcomes

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

1. Describe, identify and define the characteristics of a particular style in literature
2. Synthesize knowledge and explain functional styles
3. Analyze and distinguish certain styles and compare them to other literary styles
4. Demonstrate and set a hypothesis of a nature of a literary style and formulate, assemble and write a synthesis of their own perspective
5. Analyze, evaluate and grade student seminar papers

Study Programme Learning Outcomes

Dual-major studies

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Describe, recognize and apply the fundamental stylistic features of the text

Croatology

General Competencies

Stylistics is important in the context of literary studies and linguistics because it teaches students to recognize and explore the means of artistic expression. Students study linguistic expression and the functions of a literary text, and identify rules and principles. As part of the teaching process of language and literature in primary and secondary schools, stylistics teaches students to write and speak well. After completing the Stylistics course, students will be able to: recognize functional styles of literature, develop the ability to select appropriate texts for a specific need in the teaching process in primary and secondary schools, and understand that functional styles contribute to more beautiful and accurate expression, the development of cognitive abilities and aesthetic awareness.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Seminarski rad [EN]

¹
ECTS Usmeni ispit [EN]

3
ECTS

Week by Week Schedule

1. Stylistics and rhetoric (rhetoric as a precursor to stylistics). Style and stylistics, stylogenicity, styleme, stylistic schools
2. Stylistics and Normativistics. The Relationship between Language and Style - Language Expresses, Style Emphasizes (Riffaterre)
3. Functional styles of the Croatian language - scientific style, administrative style, journalistic-publicistic style, literary (fiction) style and conversational style
4. Stylistic methods, stylistic and rhetorical figures
5. Functions of language - the poetic function of language according to Jakobson. Linguistic, speech and poetic sign
6. Charles Bally's Affective Stylistics and Petar Guberina's Speech Stylistics
7. Linguistic stylistics: phonostylistics, morphostylistics, semantic stylistics, syntactic stylistics
8. Lexicostylistics - archaisms, dialectisms, jargonisms, Anglicisms, Germanisms, ideologemes, etc.
9. Stylistic value and function of a verbless sentence: imagery, creation of a "telegraphic" style, elimination of tense, subjective (affective) message, function of summarization (by distortion and sentence fragmentation)
10. Semantostyles, verbless sentences, two- and three-part repetitions, free non-directive speech (SNG) - stylistic methods in prose and poetic texts
11. Style in relation to different media. Rhetoric, poetics and figurativeness of non-literary texts
12. Speech styles (electronic media) - forceful expressive style, restrained neutral (distancing) style, casual conversational style and strange prosodic style
13. Linguistic-stylistic analysis on the example of a prose

14. Linguistic stylistic analysis on examples of poems
15. Students' independent stylistic analyses and their evaluation

Literature



Frangeš, Ivo (1986).
Nove stilističke studije,
Zagreb: Globus



Guberina, Petar (1952).
Zvuk i pokret u jeziku,
Zagreb: Matica
hrvatska



Guberina, Petar (1967).
Stilistika, Zagreb:
Zavod za fonetiku
Filozofskog fakulteta u
Zagrebu



Jakobson, Roman
(1966). *Lingvistika i
poetika*, Beograd: Nolit



Silić, Josip (2006).
*Funkcionalni stilovi
hrvatskoga jezika*,
Zagreb: Disput



Varošanec-Škarić,
Gordana (1995).
*Govorni stilovi u
informativnim
emisijama, Govor, 12
(1).*



Vrban Zrinski, Karolina
(2019). *Lingvostilistička
usporedba štokavske i
kajkavske Svete
Rožalije. Radovi Zavoda
za znanstveni i
umjetnički rad u Požegi,
HAZU, 8*, Požega: HAZU



Vuletić, Branko (2006).
Govorna stilistika,
Zagreb: FF press

Similar Courses

» Jezik i različiti diskursi, Sveučilište u Zagrebu

Literary Theory in Teaching Croatian Language

286083

Lecturer



prof. dr. sc.
Davor Piskač

ECTS Credits	3.0

English Level L1

E-learning Level L1 (5%)

Study Hours

15

15

Teaching Assistant
Josip Periša, mag. educ.
philol. croat.

Course Description

Learning Outcomes

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

1. Describe the content, meaning and aesthetic differences in the field of literature
2. Evaluate and select the appropriate text for the teaching process in primary and secondary schools
3. Define literature in diachronic and synchronous sections

Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Describe, recognize and apply the fundamental stylistic features of the text

Croatology

Interpret and critically judge literary text

Describe, recognize and apply the fundamental stylistic features of the text

Week by Week Schedule

1. Introduction to the Theory of Literature
2. Literature Science
3. Poetics
4. Esthetics, norm and value in literature
5. Classification of Literature
6. Lyrics
7. Lyrics
8. Epics
9. Epics
10. Drama

Grading

Students are required to attend classes (at least 70%), Students are required to actively participate in the teaching process Students are required to write two essays

11. Drama
12. Discursive forms
13. Discursive forms
14. Versification
15. Final check and conclusion of grades

Literature



Biti, Vladimir (2000).
*Pojmovnik suvremene
književne i kulturne
teorije*, MH, Zagreb



Solar, Milivoj (2005).
Teorija književnosti, ŠK,
Zagreb

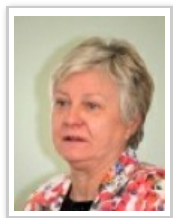
Similar Courses

- » Uvod u komparativnu književnost, Oxford

Literature and Culture of Croats in the Diaspora

126030

Lecturer



Sanja Vulić
Vranković,
nasl. prof. dr.
sc.

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.

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.

Study Programme Learning Outcomes

Croatology

Define linguistic policies in relation to Croatian language

Single out the characteristics of Croatian culture in the diaspora

Recognize, explain and single out the characteristics of Croatian dialectal literary -lingual heritage

Apply different theoretical approaches in linguistics

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.

ECTS Credits	5.0

English Level L1

E-learning Level	L1

Study Hours 30

Grading

Final exam - 100 %.

Week by Week Schedule

1. Basic concepts: the Diaspora, autochthonous communities (migration, autonomous, emigration), basic groups
2. Idioms of Croats in Italia
3. Idioms and language in literary works of Croats in Austria
4. Idioms and language in literary works of Croats in Slovakia and Moravia.
5. Idioms of Croats in western Hungary
6. Language in literary works of Croats in western Hungary
7. Idioms of Pomurje-Croats and Podravina-Croats in Hungary
8. Language in literary works of Pomurje-Croats and Podravina-Croats in Hungary
9. Idiom of Hajmaš in Hungary
10. Idioms of the Slavonian dialect in Hungary and Vojvodina
11. Neo-Shtokavian idioms of Croats in Hungary and Vojvodina
12. Idioms of Croats in the Bay of Kotor
13. Idioms of the Janjevci Croats in Kosovo and Bulgaria
14. Idioms of Croats in Rumania
15. Croatian language on other continents

Literature



Neweklowsky, G. (2010) Jezik Gradišćanskih Hrvatov. Trajštof: Znanstveni institut Gradišćanskih Hrvatov.



Piccoli, A (1996) Govor moliških Hrvata. Tjedan moliških Hrvata. Zagreb: Hrvatska matica iseljenika (str. 29-32)



Vulić, S (2006) O govorima Hrvata u Mađarskoj, Klasje naših ravni, XI/9-10, Subotica (str. 63-67)



Vulić, S (2009) Vitezovi hrvatskoga jezika u Bačkoj. Subotica: NIU Hrvatska riječ - Matica hrvatska Ogranak Subotica

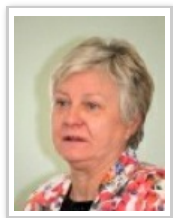


Vulić, S (2011) Hrvata iz Gornje Lastve, Spomenica 600. obljetnice crkve Male Gospe u Gornjoj Lastvi (1410.-2010.). Split: Naklada Bošković (str. 113-138)

Literature and Culture of the Croats in the Diaspora

57134

Lecturer



Sanja Vulić
Vranković,
nasl. prof. dr.
sc.

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

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.

Study Programme Learning Outcomes

Croatology

Interpret and critically judge literary text

Single out the characteristics of Croatian culture in the diaspora

Recognize and classify Croatian writers of European and world references

Recognize, explain and single out the characteristics of Croatian dialectal literary -lingual heritage

ECTS Credits	5.0

English Level L1

E-learning Level L1

Study Hours

15
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.

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.

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 Iseljjeništvu*



Dragutin Pavličević (1994). *Moravski Hrvati, Hrvatska sveučilišna naklada, Zagreb*



Alojz Jembrih (1997). *Na izvori gradišćanskohrvatskoga jezika i književnosti*, Znanstveni Inst. Gradišćanskih Hrvatov

Local History

285824

Lecturer



doc. dr. sc.
Vlatko Smiljanić

Course Description

The aim of the course is to emphasize to students the importance of regional (homeland) history. It seeks to develop their awareness of the values of national identity through an explanation of key historical periods from the region's past. The course introduces students to the basic concepts of regional history and distinguishes it from local history and the history of "small" topics (microhistory). It explains the principle of microhistory within the macro context (bottom-up history), motivates and equips students to independently research the history of their own region, highlighting the specific characteristics of the area under study.

Learning Outcomes

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

1. Demonstrate the use of professional terminology, historiographical research tools, and methodological principles of historical science.
2. Identify historical facts and processes from national history.
3. Identify important historical figures from different periods of European history.
4. Identify historical processes and explain the challenges involved in their interpretation.
5. Summarize, in one's own words, the basic historiographical facts about national history.
6. Collect professional bibliography through library catalogues and online databases and present it with reasoned analysis.
7. Apply the methodology of various historiographical fields and other research methods from the humanities.
8. Recognize the interdisciplinary nature of history and its relevance to other fields of knowledge, as well as its role in promoting a range of moral, social, and cultural values.

Study Programme Learning Outcomes

Dual-major studies

History

Discuss with different individuals and groups with the aim of finding answers to various theoretical and practical questions
Identify and describe the disciplines of contemporary historical sciences, their development and basic problems

ECTS Credits 4.0

English Level L0

E-learning Level L1

Study Hours

30

15

Teaching Assistant
Alen Moslavac, mag.
philol. hung. et mag.
educ. hist.

Grading

Grade composition: Class attendance (including fieldwork): 20% Active participation in class: 20% Presentation on a selected topic: 30% Written seminar paper (research): 30%

Critically judge and evaluate personal historical understandings and attitudes

Critically judge various descriptive and normative beliefs and attitudes

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Present complex scientific and non-scientific content in written and oral form

Apply established historical terminology and nomenclature

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Use methods of explanation and interpretation of historical

Critically judge and evaluate personal historical understandings and attitudes

Critically judge various descriptive and normative beliefs and attitudes

Support the further development of the historical profession based on the principles of scientific rationality, international recognition, scientific excellence and integrity

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Recognize and name the common theoretical starting points of different historical disciplines

Present complex scientific and non-scientific content in written and oral form

Prepare and present written and oral presentations of complex academic and non-academic content

Conduct scientific research in the field of historical sciences and write historical papers in a clear and organized manner

General Competencies

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

1. Connect events and cases from their own region with general historical processes and theories.
2. Identify the specific features of local development in comparison with broader social trends of a given period.
3. Research and interpret local events, figures, and phenomena from the Middle Ages to contemporary history.
4. Contextualize elements of regional history within their temporal, social, cultural, political, and economic settings.
5. Compare regional history with analogous examples from Western, Central, and Southeastern Europe.
6. Analyze and evaluate individual historical phenomena (figures, events, ideas) on a micro level.
7. Independently research the history of their chosen region.
8. Design a presentation based on the critical use of diverse historical sources.

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

0.5
ECTS Kolokviji [EN]

1 ECTS Istraživanje [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Projekt [EN]

4 ECTS

Week by Week Schedule

1. 1. Introductory class – introduction to the course content, teaching methods, and assessment and grading criteria.
2. 2. Theoretical and methodological introduction – Microhistory, regional (homeland) history, local history.
3. 3. Examples of previous research in Europe – Microhistory.
4. 4. Examples of previous research in Europe – Regional and local history.
5. 6. Examples of previous research in Croatia – The Mediterranean.
6. 6. Examples of previous research in Croatia – Continental Croatia.
7. 7. Independent research on a topic in the field of regional (homeland) history.
8. 8. Work with historiographical sources related to the research.
9. 9. Preparation of the written part of the research.
10. 10. Field class – Ethnographic Museum in Zagreb.
11. 11. Field class – Croatian History Museum in Zagreb.
12. 12. Presentations of conducted research.
13. 13. Field class – Vukovar, Sisak, Virovitica
14. 14. Presentations of conducted research.
15. 15. Final synthesis, analysis, and discussion.

Literature



(2006). *Zavičajna povijest u interkulturalnom kontekstu. Zbornik prvog hrvatskog simpozija o nastavi povijesti*, FF Press



Drago Roksandić, Luka Pejić, Marko Jelenić, Samanta Paronić (2022). *Mikrohistorija*



Miroslav Bertoša (2002). *Izazovi povijesnog zanata*

Mass Communication and Journalism in the Contemporary World

57213

Lecturer



doc. dr. sc.
Vanessa Varga

ECTS Credits	5.0

English Level L2

E-learning Level L1 (20%)

Study Hours

15
15

Grading

50% colloquium, 20%
class activity, 30%
seminar work

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.

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.

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Define and describe the disciplines of contemporary communication studies, the history of their development and central problems, and use professional terminology in different areas of communication studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Show the application of theoretical knowledge of communication studies

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Interpret the most important works of certain theoreticians of communication studies, mass communication and journalism and public relations, and critically analyze and evaluate the positions and arguments contained in them

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.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Kolokviji [EN]

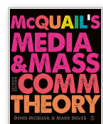
²
ECTS Seminarski rad [EN]

5
ECTS

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, D., Deuze, M. (2020). *McQuails Mass Communication Theory*, 7th ed. (Chapter 2.), SAGE Publications, London



Bilić, Paško (2020). *Sociologija medija: Rutine, tehnologija i moć*, Naklada Jesenski i Turk, Zagreb



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



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



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



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.*

Similar Courses

- » Media, Communications and Journalism: Criticism and Theory, Glasgow University, Oxford

Mass Communication: Cultural Aspects

63567

Lecturer



Ljubica Josić,
nasl. izv. prof.
dr. sc.

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours
15
15

Teaching Assistant
dr. sc. Nina Ožegović

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.

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.

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.

Study Programme Learning Outcomes

Communication Studies

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.

Screening of student's work

1
ECTS Pohađanje nastave [EN]

2
ECTS Pismeni ispit [EN]

1
ECTS Seminarski rad [EN]

1
ECTS Praktični 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



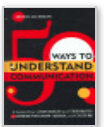
Nada Zgrabljic Rotar (2004). *Radio. Mit i informacija, dijalog i demokracija*, Golden Marketing



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



doc. dr. sc.
Tomislav
Janović

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.

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.

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Define and describe the disciplines of contemporary communication studies, the history of their development and central problems, and use professional terminology in different

ECTS Credits	5.0

English Level L2

E-learning Level L1 (20%)

Study Hours

Study Hours	Frequency
15	15
15	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.

areas of communication studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Show the application of theoretical knowledge of communication studies

Develop competences in professional and interdisciplinary teamwork

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

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.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Kolokviji [EN]

¹
ECTS Istraživanje [EN]

¹
ECTS Seminarski rad [EN]

5
ECTS

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

Similar Courses

- » Political communication, Harvard University, Oxford

Mass Communication Research Methodology

57208

Lecturer



izv. prof. 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 mass communications.

Learning Outcomes

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

1. Define and describe the basics of scientific research.
2. Define and describe specificity of quantitative research methods.
3. Define and describe specificity of qualitative research methods.
4. Apply scientific research methods in the study of mass communication
5. Write a research design.
6. Analyze and interpret data collected by scientific research methods in field of mass communication

Study Programme Learning Outcomes

Communication Studies

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

ECTS Credits	5.0

English Level L0

E-learning Level L1 (20%)

Study Hours

15
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.

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.

Screening of student's work

¹
ECTS Seminarski rad [EN]

⁴
ECTS Usmeni ispit [EN]

⁵
ECTS

Week by Week Schedule

1. Purpose and aims of course. Basic concepts of research methods in social sciences, specificity of scientific research methods of mass communication.
2. Aims and purposes of scientific research. Definition of theory. Types of theories in science. Function of theory in research process.
3. Development of science, the concept of scientific paradigm, classification of research approaches in science.
4. Basic principles of positivism, principles of the hermeneutical tradition in social sciences, implications of positivism on quantitative research methods development, implications of hermeneutical traditions on qualitative research methods development. Basic characteristics of qualitative and quantitative research methods.
5. Seminar:
History of Mass Communication Research
6. Compose a research design, defining research objectives and hypotheses, conceptualization and operationalization.
7. Seminar:
Survey Research and Questionnaire
8. Sampling, function of sample in scientific research. Universe and sample. Types of sample: probabilistic and non-probabilistic sample, sample size
9. Seminar:
Content Analysis.
10. Basic principles of qualitative research methods, basic characteristics of interview, focus groups and observations.
11. Seminar:
Qualitative research process and data analysis.
Focus groups.
12. Seminar
Discourse Analysis.
Mixed research methods.

13. Seminar:
Case study.
14. Seminar:
Qualitative and quantitative research methods in journalism.
Ethnographical research method in journalism.
15. How to structure a research report, how to present research results?

Literature



Milas, Goran (2009).
Istraživačke metode u psihologiji i drugim društvenim znanostima, Naklada Slap



Mejovšek, Milko (2003).
Uvod u metode znanstvenog istraživanja, Naklada Slap



Koludrović Tomić, Inga, Leborić, Anči (2003).
Sociologija životnog stila, Vječne rasprave o odnosu kvantitativnog i kvalitativnog u sociologiji, Jesenski i Turk



Miroslav VUJEVIĆ (2002). *Uvođenje u znanstveni rad – u području društvenih znanosti*, 6. dopunjeno izdanje, Školska knjiga, Zagreb



Kin, Y. Robert (2007).
Studija slučaja – dizajn i metode, Fakultet političkih znanosti

Master thesis

214702

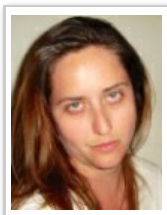
Teaching Assistants



doc. dr. sc.
Mijo Beljo



izv. prof. dr. sc.
Rona Bušljeta
Kardum



doc. dr. sc.
Eva Katarina
Glazer



izv. prof. dr. sc.
Marko Jerković



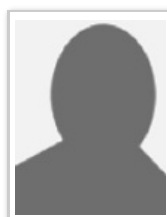
izv. prof. dr. sc.
Monika
Komušanac



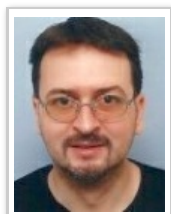
izv. prof. dr. sc.
Wollfy Krašić



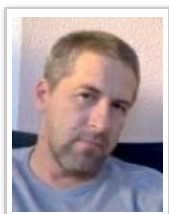
izv. prof. dr. sc.
Kristina Milković



doc. dr. sc.
Vladimir
Šumanović



prof. dr. sc.
Mladen
Tomorad



prof. dr. sc.
Darko Vitek



izv. prof. dr. sc.
Vlatka Vukelić

ECTS Credits 10.0

English Level L0

E-learning Level L1

Study Hours 90

Grading

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

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.

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. Plan the course of scientific research within a well-defined frame;
4. Define research problems, hypotheses and methods which will be used in order to reach relevant results;

5. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).

Study Programme Learning Outcomes

Dual-major studies

Operate with pedagogical documentation related to the performance and records of teaching as well as other documentation related to the complete work of the school.

Design of didactic content: planning, performing and evaluation of teaching

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Use methods of explanation and interpretation of historical processes

Critically judge various descriptive and normative beliefs and attitudes

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

5 ECTS Istraživanje [EN]

5 ECTS Praktični rad [EN]

10

ECTS

Week by Week Schedule

1. Discussion about the potential topic.
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.*

Similar Courses

» Diplomski Rad (Master Thesis), Oxford

Master thesis

214814

Teaching Assistants



prof. dr. sc.
Zvonimir Čuljak



prof. dr. sc.
Ivo Džinić



izv. prof. dr. sc.
Ivana Greguric



doc. dr. sc.
Tomislav
Janović



doc. dr. sc.
Marko Kardum



izv. prof. dr. sc.
Željka Metesi
Deronjić



izv. prof. dr. sc.
Sandro Skansi



doc. dr. sc.
Matija Mato
Škerbić

ECTS Credits 10.0

English Level L0

E-learning Level L1

Study Hours 90

Course Description

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Formulate different arguments, possible contradictions and construct counterexamples

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Write clear and coherent philosophical papers and analyses

Apply adequate methodological frameworks in scientific and professional work

Conduct simpler scientific research independently and under guidance



Master thesis

215173

Teaching Assistants



prof. dr. sc.
Šime Demo



izv. prof. dr. sc.
Marko Jerković



doc. dr. sc.
Lucija Krešić
Nacevski



izv. prof. dr. sc.
Maja Matasović

ECTS Credits	10.0

English Level L0

E-learning Level L1

Study Hours 90

Course Description

Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Master thesis

215308

Teaching Assistants



izv. prof. dr. sc.
Domagoj
Brozović

prof. dr. sc.
Viktorija Franić
Tomić

Mario Grčević,
prof. dr. sc.

prof. dr. sc.
Neven Hrvatić



izv. prof. dr. sc.
Ivana Kresnik

izv. prof. dr. sc.
Maja Matasović

prof. dr. sc.
Davor Piskač

izv. prof. dr. sc.
Karolina Vrban
Zrinski



Sanja Vulić
Vranković,
nasl. prof. dr.
sc.

prof. dr. sc.
Dubravka Zima

Course Description

Study Programme Learning Outcomes

Dual-major studies

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

ECTS Credits 10.0

English Level L0

E-learning Level L1

Study Hours 90

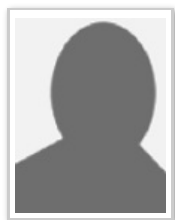


Media and Bioethics

64815



Lecturer



izv. prof. dr. sc.
Ivana Greguric

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.

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

Study Programme Learning Outcomes

Communication Studies

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
15
15

Teaching Assistant
Mia Biturajac

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).
Uvod u bioetiku,
Kršćanska sadašnjost



Volarić-Mršić A. (2002).
Kultura života,
odabrana poglavlja.,
Centar za bioetiku,
Zagreb



Volarić-Mršić A., (2000).
Status ljudskog
embrija, odabrana
poglavlja, Centar za
bioetiku, Zagreb



Lucas Lucas R. (2007).
Bioetika za svakoga,
odabrana poglavlja,
Verbum

Similar Courses

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

Media and National Security

57242

Lecturer



doc. dr. sc.
Goran Radoš

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.

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

Study Programme Learning Outcomes

Communication Studies

ECTS Credits	5.0

English Level L0

E-learning Level L1

Study Hours

15
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.

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.

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.

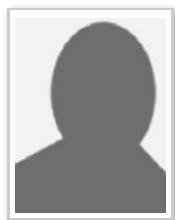


A. A. Collins: Suvremene sigurnosne studije, Politička kultura, Zagreb, 2010.

Media Management

57209

Lecturer



Tanja Grmuša,
nasl. izv. prof.
dr. sc.

Course Description

The main object of the course is to provide insight into basic knowledge of media management with a particular emphasis on its practical application in everyday activities in the organization and functioning of media organizations. The specific aim of the course is to introduce students with the particularities of management technologies and methods within media houses and the legislative framework in which such activities take place, to bring their media managers closer and to enable them to manage their media functions.

Learning Outcomes

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

1. Define basic management concepts in the media;
2. Analyze the characteristics of managing the media organizations (local, regional, national and global);
3. Compare normative acts of media legislation which regulate the organization and operation of media organizations in the Republic of Croatia
4. Analyze the role of a manager in the media organizations
5. Recognize and describe the specificities of media management in different types of media
6. Analyze the effectiveness of marketing strategies in the media

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Coordinate discussions and provide explanatory comments on a number of issues primarily of a communication nature, but also of a social, cultural or political nature

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Describe the points of contact between contemporary communication studies and other social and humanities sciences

Recognize the needs and readiness for lifelong professional

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
15
15

Grading

Attendance at lectures and seminars - 1 ECTS,
Seminar work - 1 ECTS,
Oral Exam - 3 ECTS



development

Show the application of theoretical knowledge of communication studies

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

General Competencies

Define, describe and evaluate media management and its central issues; apply, classify and distinguish professional terminology; recognize and produce a well-argued interpretation of the interdisciplinary nature of communicology, linking the specific aspects of the media management risk with the specific characteristics of the social sciences, especially economics and economic aspects of social development; professionally and expertly apply the acquired specialized theoretical and practical knowledge in practical work;

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Seminarski rad [EN]

3
ECTS Usmeni ispit [EN]

5
ECTS

Forms of Teaching

» Predavanja

» Students will be introduced to basic managerial skills, both theoretically and practically, necessary to participate in the media's management functions as well as to create media policy.

» Seminar

» Students will analyze the management of selected media on the national and international media scene as part of the seminar.

Week by Week Schedule

1. Introduction to Media Management
2. Define the conceptual frameworks of media management
3. Media Systems
4. The structure and functioning of the Media Organizations
5. Communication in the Organization (Part 1)
6. Communication in the Organization (Part 2)
7. Manager's skills in the Media Organizations
8. Media organization - Models and Characteristics
9. Media Ownership - Concentration of Media Ownership (Part 1)
10. Media Ownership - Concentration of Media Ownership (2nd part)
11. Management in Electronic Media
12. Management in Multimedia Concern
13. Marketing in the Media (Part 1)
14. Marketing in the Media (Part 2)

15. Financial reporting of Media Organizations

Literature



Bahtijarević-Šiber F.,
Sikavica P., Pološki
Vokić N. (2008).
*Suvremeni
menadžment -
vještine, sustavi i
izazovi*, Školska knjiga,
Zagreb



Kunczik M., Zipfel A.
(2006). *Uvod u znanost
o medijima i
komunikologiju*,
Friedrich Ebert
Stieftung, Zagreb



Kesić, T. (2003).
*Integrirana marketinška
komunikacija*, Opinio
d.o.o., Kratis, Zagreb

Additional Literature



C. Ann Hollifield (Author),
Jan LeBlanc Wicks
(Contributor), George
Sylvie (Contributor),
Wilson Lowrey
(Contributor) (2016).
Media Management,
(Routledge
Communication Series)
5th Edition, Taylor &
Francis Group

Similar Courses

» Media Management MSc, Oxford

Methodology of Literary Interpretation

286087

Lecturer



prof. 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.

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

Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Describe, recognize and apply the fundamental stylistic features of the text

Croatology

ECTS Credits	3.0

English Level L1

E-learning Level L1

Study Hours

15

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

General Competencies

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

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 Mihalić: "Metamorfoza")
6. Prose interpretation
7. Interpretation of a novella (reading: Zoran Ferić: "Potrči doktora")
8. Interpretation of a novel (reading: Patrick Suskind: "Parfem")
9. Interpretation of drama
10. Interpretation of a tragedy (reading: Shakespeare: "Hamlet")
11. Interpretation of a comedy (reading: Moliere: "Škrtac")
12. Interpretation of a modern drama (reading: Patrick Marber: "Closer")
13. Interpretation of discursive genres (reading: Petar Šegedin: "Staromodni zapisi iz Bruges")
14. Interpretation of discursive genres (reading: Petar Šegedin: "Staromodni zapisi iz Bruges")
15. Final knowledge assessment and grading

Literature



Biti, V. (2000). *Pojmovnik suvremene književne i kulturne teorije, (pojmovi: analiza, empirijska znanost o književnosti, funkcija, hermeneutika, interpretacija, norma, tekst, vrijednost)*, Matica hrvatska Zagreb



Škreb, Z., Stamać, A. (1998). *Uvod u književnost (poglavlja: Mikrostrukture stila i književne forme, Stih, Umjetnička proza, Interpretacija, Drama, dramaturgija, kazalište)*, Nakladni zavod Globus, Zagreb



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

Similar Courses

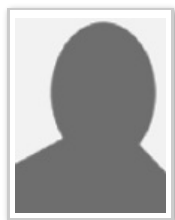
- » Interpretacija književnog teksta, Oxford

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 1point 5. Systematically supported facts and meaning 2 points 6. Originality of ideas and their presentation and support 3 points. Essays are graded in the following manner: 6 points - sufficient (2), 7 and 8 points -good (3), 9 points - very good (4), 10 points - excellent (5). Essays are sent to e-mail: kroatologija@gmail.com. First essay deadline is 14/11/2013. Second essay must be submitted by 12/12/2013. For every day beyond the deadline the total score of points will be reduced by 10%. Calendar 3/10/2013; Basic interpretation 10/10/2013; Interpretation of lyric poetry 17/10/2013; Interpretation of a lyric poem (Slavko Mihalić: "Metamorfoza") 24/10/2013; Prose interpretation 31/10/2013; Interpretation of a novella (Zoran Ferić: "Potrči doktora") 7/11/2013; Interpretation of a novel (Patrick Suskind: "Parfem") 14/11/2013; Interpretation of drama 21/11/2013; Interpretation of a tragedy (Shakespeare: "Hamlet") 28/11/2013; Interpretation of a comedy (Moliere: "Škrtac") 5/12/2013; Interpretation of a modern drama (Patrick Marber: "Closer") 12/12/2013; Interpretation of discursive genres (Petar Šegedin: "Staromodni zapisi iz Bruges")

**19/12/2013; Final
knowledge assessment
and grading**

Methods of Teaching Croatian Language 188546

Lecturer



prof. dr. sc.
Davor Piskač

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 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.

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.

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.

Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Critically relate to mastered content and argue your conclusions in written and oral form

Croatology

History

Sociology

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.

Forms of Teaching

» Predavanja

» theoretical part of the lecture will include exercises and examples for individual and group work of students

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 overviews 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



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

Similar Courses

» Metodika književnosti, Oxford

Methods of Teaching History

53907

Lecturer



izv. prof. dr. sc.
Rona Bušljeta
Kardum

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.

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.

Study Programme Learning Outcomes

Dual-major studies

Croatology

History

History

Sociology

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

Grading

The students will after regularly attending the classes obtain the right to take the exam. Successful engagement of students in classes carries 40% of the final grade. Written exam in the course Methods of Teaching History contributes a maximum of 60% to the final grade.



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 Praktični rad [EN]

3
ECTS

Forms of Teaching

» Predavanja

» The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.

Week by Week Schedule

1. Define course objectives and learning outcomes as well as student obligations.
2. Defining teaching methodology, its interests, objectives, and tasks. Determining the importance of Teaching Methodology in the educational process.
3. Critical review of the 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.
6. Discussing various teaching methods classification criteria.
7. Overviewing basic teaching forms (frontal teaching, individual work, group work, pair work).
8. Overviewing contemporary teaching tools. Analysing advantages and disadvantages of the discussed teaching methods, forms, and tools.

9. Audio-visual media (as communication tools, as socialization factors, as teaching and educational tools).
10. Artistic creativity in the teaching process: visual art (drawing in the classroom, the student's creative contribution, student and visual-art materials, visual-art creativity as a communication instrument, drawing as an alternative to the receptive way of learning, the supporting drawings, visual-art masterpieces in the teaching process).
11. Caricature in teaching (its content and functioning logic, caricature in the service of change); photographs, transparencies, and comic books in the classroom.
12. Drama art creativity and stage performances in the classroom: music, dance, role-play, meditation.
13. 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.
14. 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.
15. 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.

Literature



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

Additional Literature



Pranjić, M. (2005).
Didaktika, Golden Marketing

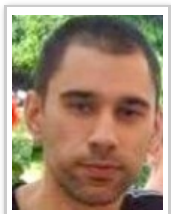
Similar Courses

» Didaktika povijesti I. i II., Oxford

Methods of Teaching Latin

201407

Lecturer



prof. dr. sc.
Šime Demo

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

Grading

Students are evaluated based on the presentation of a teaching method, form, or tool, as well as the development of a part of the implemented curriculum and program, mastering theoretical foundations, and the exam.

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.

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. Identify the ways of evaluating and marking students
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

Study Programme Learning Outcomes

Dual-major studies

- Operate with pedagogical documentation related to the performance and records of teaching as well as other documentation related to the complete work of the school.
- Design of didactic content: planning, performing and evaluation of teaching
- Apply the legal basis of the teacher's profession and the ability to interpret the related laws of the rights and obligations of employees of the educational institution
- Apply different methodical principles and procedures in planning, conducting and evaluating teaching

Croatian Latinity

- Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text
- Constructively encourage and promote the development of knowledge of Croatian Latinity based on the principles of scientific rationality, international recognition, and scientific excellence
- Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian
- Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines
- Promote and defend the fundamental ideas and principles on which modern democratic societies rest
- EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science
- Clearly and innovatively present complex academic and non-academic contents in written and oral form

Screening of student's work

1
ECTS Pohadanje nastave [EN]

1
ECTS Pismeni ispit [EN]

1 Presentation of teaching methods, carrying out a teaching
ECTS unit

3
ECTS

Week by Week Schedule

1. Introductory class.
2. Basic terms of methodology.
3. Curriculum of Latin Language.
4. Curriculum circle.
5. Teaching methods, forms and means.
6. Curriculum planning.
7. Evaluation - curriculum circle.
8. Midterm Exam I.

9. Approaches to teaching and work on text.
10. Preparing and conducting a class.
11. Atmosphere and discipline in class.
12. Managing problems, research- and project-based learning.
13. Microteaching.
14. Midterm Exam II.
15. Final discussion.

Literature



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



Šešelj, Zlatko (1984). *Obrazovni cilj i obrazovni zadatci u nastavi klasičnih jezika*, Latina et Graeca XII/84, b.24



Šešelj, Zlatko (1987). *Čitanje klasika u nastavi latinskog i grčkog jezika*, Latina et Graeca XVI/88



Šešelj, Zlatko (1987). *Cilj učenja, korist odučenja i potreba za učenjem klasičnih jezika*, Latina et Graeca XV/87

Similar Courses

» Metodika nastave klasičnih jezika I, Oxford

Methods of Teaching Philosophy, Logic and Ethics

214635



Lecturer



doc. dr. sc.
Matija Mato
Škerbić

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	30

Grading

The final grade is the sum of four components - theoretical knowledge of the content, curriculum analysis, preparation of teaching hour class and analysis of essay assessment criteria

Course Description

The aim of this course is to acquaint students with the methodology of teaching philosophy as crucial to achieving the necessary teacher competencies for teaching philosophy, logic and ethics. Also, the aim is to analyze and argumentatively consider the basic scientific issues of theory and practice of teaching methodology of philosophy, logic and ethics that include topic of curriculum and textbooks; different approaches, forms and methods of teaching; setting proper goals and outcomes; planning, preparation and implementation of teaching units; ways of teaching and motivating; and evaluations and grading.

Learning Outcomes

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

1. Define and describe goals, outcomes and methods in teaching philosophy, logic and ethics;
2. Analyze and evaluate the curriculum for the subjects of philosophy, logic and ethics
3. Analyze and apply different ways and procedures of introduction to philosophy, logic and ethics
4. Apply different forms of relationships and communication in the teaching process
5. Demonstrate and design lesson preparation
6. Develop performance curricula in philosophy, logic and ethics
7. Compare and select relevant methods and resources with respect to learning objectives and outcomes

Study Programme Learning Outcomes

Dual-major studies

Operate with pedagogical documentation related to the performance and records of teaching as well as other documentation related to the complete work of the school.

Design of didactic content: planning, performing and evaluation of teaching

Apply the legal basis of the teacher's profession and the ability to interpret the related laws of the rights and obligations of employees of the educational institution

Apply different methodical principles and procedures in

planning, conducting and evaluating teaching

Philosophy

Create appropriate forms of communication in various professional environments

Screening of student's work

0
ECTS Pohađanje nastave [EN]

1
ECTS Usmeni ispit [EN]

1
ECTS Written analysis of the curriculum for the subjects of philosophy, logic and ethics, and the development of one's own 'performance curriculum'

1
ECTS Written preparation form for one singular lesson in philosophy, logic and ethics

3
ECTS

Week by Week Schedule

1. Introductory lecture
2. Critical analysis of the curriculum for the subjects philosophy, logic and ethics
3. Development of 'performance curricula' for the subjects philosophy, logic and ethics
4. Goals and outcomes in teaching philosophy, logic and ethics
5. Teaching forms, methods and principles, teaching means and aids
6. Preparations of teaching units - methodical rules for structuring and conducting of teaching hours
7. Introduction to philosophical thinking - stimulus, problematization and actualization
8. Critical, reflective, creative and caring thinking
9. Socrates' dialogue in teaching
10. Asking questions in and about teaching philosophy, ethics and logic
11. Classroom management and communication
12. The relationship between the teacher and the trainee - participants and associates
13. Evaluation, monitoring and grading
14. State graduation exam and teaching of philosophy, logic and ethics
15. Concluding analysis and discussion

Literature



Marko Pranjić (2013).
Nastavna metodika u riječi i slici, Hrvatski studiji Zagreb

Methods of Teaching Psychology

53847

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.

Learning Outcomes

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

1. Explain the content, goals and objectives of the teaching methodology
2. Classify teaching forms, methods and teaching media
3. Choose teaching methods, forms, and aids with the student, objectives and learning outcomes in mind
4. Analyze the curriculum of the subject, teaching plans and examination catalogs
5. Independently form and write an operational teaching plan
6. Write lesson plans
7. Explain the principles of practicing and repetition and ways of evaluating students' work
8. Define positive classroom atmosphere, good classroom management and ways of establishing discipline
9. Identify the ways of evaluating and marking students.

Study Programme Learning Outcomes

Psychology

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.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 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.

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. The purpose and objectives of teaching psychology.
3. Organization of the school. An analysis of the form and mode of the work of psychologists in primary and secondary schools. Rights and obligations of the trainee teacher. Overview of basic school documentation. Taking the professional exam.
4. Defining the notion of curriculum, analysing the curriculum of the subject, teaching plans and examination catalogs.
5. Planning and programming of classroom work (elements, purpose and function). Operational teaching plan.
6. An overview of the basic steps of planning (lesson structure and methodological rules of structuring and carrying out lessons), and the ways to compile written lesson plans.
7. Defining, overviewing and discussing basic teaching methods and teaching forms, analysing their advantages and disadvantages.
8. Defining, overviewing and discussing basic teaching tools, analysing their advantages and disadvantages
9. Managing the teaching process. Classroom organization and management styles.
10. Classroom atmosphere (establishing positive classroom atmosphere). Analysing student disobedience and the lack of interest in school or a subject: causes and prevention. Pedagogical means of establishing class discipline.
11. The importance of practicing and repetition, presentation of styles and methods of practicing and repetition. Evaluating student work and progress.
12. Monitoring and evaluating your own work (what makes a good teacher?)
13. Students will be required to teach one lessons, using the selected teaching method and teaching form.
14. Students will be required to teach one lessons, using the selected teaching method and teaching form.

15. Students will be required to teach one lessons, using the selected teaching method and teaching form.

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

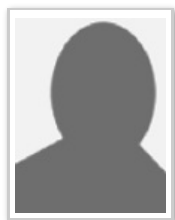
Similar Courses

» Teaching Methods, Oxford

Methods of Teaching Sociology

53909

Lecturer



izv. prof. dr. sc.
Katarina Dadić

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.

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.

Study Programme Learning Outcomes

Dual-major studies

Croatology

History

Sociology

- Recognize the elements of cultural/collective memory
- Interpret certain social processes using knowledge of sociological theories
- Compare different theoretical traditions in sociology

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 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.



Sociology

- Recognize the elements of cultural/collective memory
- Modify the explanations and basic terminology of sociological tradition to target population
- Interpret certain social processes using knowledge of sociological theories
- Compare different theoretical traditions in sociology

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.
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

Additional Literature



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

Similar Courses

» MCs in Teacher education social sciences, Oxford

Military and Postwar Psychology- Croatian and International Experiences

188053

Lecturer



Zoran Komar,
nasl. v. pred.
mr. sc.

ECTS Credits	3.0

English Level L1

E-learning Level L1 (10%)

Study Hours 30

Grading

For a written exam, it is necessary to achieve the prescribed degree (%) of attendance in classes.

Course Description

The purpose of this course is to enable students to gain a wider insight into the psychological aspects of warfare and the psycho-social consequences of participating in the war. It also describes and explains the various activities and roles of psychologists in the pre-war, war and post-war periods.

Learning Outcomes

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

1. Explain the psychological aspects of war and the postwar period
2. Identify core tasks and practices of military psychologists
3. Distinguish ethically (and legally) acceptable and unacceptable forms of behavior in the war
4. Analyze general and specific forms of psychological preparation and monitoring of psychological combat readiness
5. Distinguish the influence of various forms of psychological operations (PSYOP)
6. Assess the effectiveness of policies and practices of psychosocial care for war veterans
7. Distinguish the use of techniques of psychological relaxation and stress reduction in wartime and peace

Study Programme Learning Outcomes

Psychology

Screening of student's work

0.8 ECTS Pohađanje nastave [EN]

1.4 Pismeni ispit [EN]
ECTS

0.8 ECTS Usmeni ispit [EN]

3 ECTS

Week by Week Schedule

1. Why war?
The phenomenon of war and the historical development of military psychology in the world and in Croatia.
2. What is the job of a military psychologist?
Basic tasks of military psychologists. Specific activities of military psychologists in various military branches - in the Army, Air Force, Navy and Special Forces.
3. War fears and how to prepare for it?
Anxiety, fear, panic in the war. General and specific psychological preparation of soldiers.
4. How to prepare soldiers for captivity?
Special psychological preparation of soldiers for behavior in captivity.
5. What are people willing to do to other people?
Operational psychology. Interrogation techniques and methods.
6. How to overcome stress?
Combat stress prevention. Debriefing and relaxation techniques.
7. Why do we kill each other?
Justified and unjustified aggressive and violent behavior in the war. War ethics and war crimes.
8. What unites us in war troubles?
Creation and development of military groups. Observing and measuring psychological combat readiness.
9. How do we lie?
Psychological Operations (PSYOP) and psychological warfare. Rumors in War.
10. Is it all wonderful after the war?
Psycho-social features of the post-war period. Frequent diseases and premature deaths of war veterans - causes, consequences and preventive actions.
11. Why do we suffer after the war?
Posttraumatic Stress Disorder (PTSD) in war veterans.
12. Why raise our hands to himself, even after the victory?
Suicides of war veterans.
13. How much suffering for our family members?
Secondary victimization, secondary traumatization and transgenerational trauma transfer
14. Have we all gone mad?
Psychology of terrorism.
15. Written and oral exam.

Literature



Komar, Z., Pavlina, Ž. (ur.), (2000). *Vojna psihologija – knjiga prva*, MORH, Uprava za nakladništvo, Zagreb,



Komar, Z., Pavlina, Ž. (ur.), (2003). *Vojna psihologija, priručnik za hrvatske časnike, knjiga druga*, MORH, Uprava za nakladništvo, Zagreb,

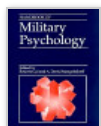


Komar, Z., Pavlina, Ž. (ur.), (2005). *Vojna psihologija, priručnik za hrvatske časnike, knjiga treća*, MORH, Uprava za nakladništvo, Zagreb,



Komar, Zoran; Koić, Elvira (2015). *Samoubojstva hrvatskih branitelja u Zagrebu i Hrvatskoj*, Grad Zagreb, Gradski ured za branitelje

Additional Literature



Reuven Gal, A. David Mangelndorff (1991). *Handbook of military psychology*, John Wiley & Sons Inc

Similar Courses

» Vojna psihologija, Oxford

Military-political relations in Bosnia and Herzegovina 1990-1995 270208



Lecturer



doc. dr. sc.
Mijo Beljo

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours
15
15

Grading
Written exam

Course Description

Introduce students to the facts that determined the basic military-political relations of the constituent nations of Bosnia and Herzegovina during the 1990-1995 war period

Learning Outcomes

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

1. Explain the motives of the different parties to the conflicts in Bosnia and Herzegovina
2. Compare different perceptions and views on the political structure of Bosnia and Herzegovina
3. Apply critical thinking to different perceptions of the organization of Bosnia and Herzegovina
4. Develop competencies for interpreting military activities of all parties to the conflict
5. Analyze the political practices that led to the war
6. Relate military events with political relations in BiH

Study Programme Learning Outcomes

Dual-major studies

History

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Use methods of explanation and interpretation of historical processes

Connect and evaluate different historical points of view, including the points of view of Croatian historians in the context of the history of science

Present complex scientific and non-scientific content in written and oral form

Apply established historical terminology and nomenclature

Forms of Teaching

» Predavanja

Week by Week Schedule

1. Familiarising students with the content of the course - the general geographical area covered in the lectures
2. The first multi-party elections in the Bosnia and Herzegovina
3. The war in Croatia and its impact in Bosnia and Herzegovina
4. Three ideas about the future in the Bosnia and Herzegovina
5. International Community: Crisis Management Plans in Bosnia and Herzegovina
6. Establishment of the Croatian Community of Herceg-Bosna
7. Establishment of the Serbian Republic of Bosnia and Herzegovina
8. Bosnia and Herzegovina independence referendum
9. WAR: April 1992.
10. Three armies: the formation and organization of the ABiH, VRS and HVO
11. The first mass persecution and ethnic cleansing in 1992
12. "Allies" war: Muslim-Bosniak and Croat conflicts
13. Year of Horror: Middle Bosnia during 1993
14. Armistice Year: Washington Agreement 1994.
15. New Alliance: ABiH and HVO in Liberation of BiH: Dayton

Literature



Lučić Ivica, Ivo (2013).
Uzroci rata, Bosna i Hercegovina od 1980. do 1992.;, Despot infinitus, Hrvatski institut za povijest

Additional Literature



Marijan, Davor (2018).
Rat Hrvata i Muslimana u Bosni i Hercegovini od 1992. do 1994., Hrvatski institut za povijest

Similar Courses

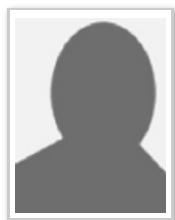
» Moderna i suvremena povijest Bosne i Hercegovine, Oxford

Miroslav Krleža

201853



Lecturer



prof. dr. sc.
Davor Piskač

ECTS Credits 3.0

English Level L1

E-learning Level L1 (5%)

Study Hours
15
15

Teaching Assistant
dr. sc. Suzana Marjanić,
nasl. izv. prof.

Course Description

Learning Outcomes

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

1. Define and set up a literary or cultural-theoretical problem in relation to the work of M. Krleža
2. Analyze the task of addressing a selected problem in a literary example or cultural practice / practices
3. Define the secondary literature and establish a critical relation
4. Analyze the secondary literature in the independent processing of the agreed task
5. Write academic written work

Study Programme Learning Outcomes

Croatology

Interpret and critically judge literary text

Recognize and classify Croatian writers of European and world references

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Seminarski rad [EN]

1
ECTS Usmeni ispit [EN]

3
ECTS

Week by Week Schedule

1. Introduction to the course.
2. Saloma/e
3. Kristofor Kolumbo/ Cristoval Colon (1918.)
4. Vučjak
5. Tri kavaljera frajle Melanije (Tri kavalira gospođice Melanije)

6. U agoniji (1928.)
7. Povratak Filipa Latinovicza (1932.)
8. Na rubu pameti (1938.)
9. Conflict on the Literary Left
10. Put u raj
11. Davni dani
12. Zastave I. and II.
13. Zastave III.
14. "Mnogopoštovanoj gospodi mravima"
15. Course evaluation

Literature



Visković, Velimir (2000). *Životopis Miroslava Krleža. U: Miroslav Krleža: Vražji otok, str. 135-234*, Zagreb: Naklada Ljevak, Matica hrvatska, HAZU



Krleža, Miroslav (1967). *Saloma, U: Legende*, Zagreb: Zora



Krleža, Miroslav (1988). *Vučjak, U: Drame (Vučjak, Galicija, Golgota)*, Sarajevo: NIŠRO Oslobođenje



Krleža, Miroslav (1977). *Dnevnik 1914-17: Davni dani I*, Sarajevo: NIŠP Oslobođenje



Krleža, Miroslav (2000). *Zastave. I-V.*, Zagreb: Naklada Ljevak: HAZU

Similar Courses

- » Hrvatski književni kanon, Oxford

Motivation in Teaching Croatian Language

188689



Lecturer



izv. prof. dr. sc.
Lovorka
Brajković

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	15
	15

Grading

Regular and active participation in class.
Individual presentation preparation based on one Croatian language teaching unit. Written exam or colloquium.

Course Description

The objective of the course is to acquaint students with the basic theoretical backgrounds and contemporary scientific knowledge in the field of psychology of learning and motivation with an emphasis on the role of motivation in learning and school success, and to enable students to apply the acquired knowledge in teaching Croatian language, in the context of increasing students' internal motivation and motivation for achievement.

Learning Outcomes

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

1. Compare basic theoretical approaches in the study of motivation
2. Evaluate the findings of contemporary research into motivation
3. Explain developmental, individual, and external factors influencing motivation
4. Apply the acquired knowledge of the determinants of motivation to the organization of conditions in teaching Croatian
5. Apply dramatic motivational procedures and educational plays in Croatian language teaching
6. Apply acquired knowledge to your own motivation to work

Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Apply different theoretical approaches in linguistics

Croatology

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Seminarski rad [EN]

3
ECTS

Week by Week Schedule

1. Definition of motivation in the context of education
2. Types of motivation: intrinsic, extrinsic, and achievement-oriented motivation
3. Early socio-emotional development and the development of childhood motivation
4. Development of reading motivation
5. Stage of motivation in Croatian language teaching
6. Motivation in Croatian language textbooks
7. Motivation and creativity: application of creative techniques in Croatian language teaching
8. Encouraging creativity in teaching literary education
9. Teaching creative literacy
10. Dramatic motivational procedures in Croatian language teaching
11. Didactic games in Croatian language teaching
12. Language games in the teaching of Croatian grammar
13. Application of modern teaching aids in Croatian language teaching
14. Teacher motivation
15. Practical application: Increasing intrinsic and achievement motivation

Literature



Robert Clarence Beck
(2003). *Motivacija*,
Naklada Slap



Zdenka Gudelj-Velaga
(1990). *Nastava
stvaralačke pismenosti*,
Školska knjiga

Similar Courses

» Psychology, Philosophy and Linguistics, Oxford

Multivariate Statistical Methods

286089

Lecturer



izv. prof. dr. sc.
Dario Pavić

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 is 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

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.

Study Programme Learning Outcomes

Sociology

Implement an appropriate method to research social phenomena

Create a project proposal

ECTS Credits	6.0

English Level L1

E-learning Level L2 (20%)

Study Hours

Study Hours	Frequency
30	1
45	1

Teaching Assistant
dr. sc. Marija Zelić

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

- Organize data to create strategies
- Apply qualitative and quantitative data processing programs
- Differentiate sampling methods for social research
- Apply social research methods in labor market analyses
- Evaluate appropriate ways of intervention of a certain social issue
- Develop and select different problem-solving strategies

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



Esbensen, H. K. and Swarbrick, B. (2018). *Multivariate Data Analysis: An Introduction to Multivariate Analysis, process Analytical Technology and Quality by Design*, CAMO Software, AS, Norway



Šimičević, V. (2018). *Multivarijatne statističke metode (PDF)*, Nastavna literatura, Hrvatski studiji



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

Similar Courses

» Quantitative Methods for Social Research, Oxford

New Media and Digital Marketing

130706

Lecturer



doc. dr. sc.
Tomislav
Janović

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.

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.

Study Programme Learning Outcomes

Communication Studies

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.

ECTS Credits	5.0

English Level L2

E-learning Level L1

Study Hours

15
15

Teaching Assistant
dr. sc. Ana Marija Dunai

Grading
50% seminar assignment,
50% exam

Week by Week Schedule

1. Basic concepts of business on the Internet;
2. generation x, y and z;
3. long tail;
4. cyberology;
5. diffusion of innovations;
6. digital communications strategy, marketing strategy;
7. devising communications plan;
8. devising digital marketing plan;
9. marketing agency business operations;
10. management and communication in social networks;
11. business operations in social networks;
12. digital PR and viral campaigns;
13. marketing on social networks;
14. contextual advertising;
15. personalized digital marketing;

Literature



Chris Anderson (2008).
Dugi rep, Zagreb:
Naklada Jesenski i Turk



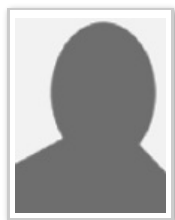
W. Chan Kim Renée
Mauborgne (2007).
*Strategija plavog
oceana*, Zagreb:
Masmedia, Poslovni
dnevnik



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

Opinion Polls and Media Market Research 57214

Lecturer



izv. prof. dr. sc.
Ivan Burić

ECTS Credits 5.0

English Level L2

E-learning Level L2 (20%)

Study Hours
15
15

Grading

The grade is formed in a way that 80% of the value is carried by the written exam, and the remaining 20% is participation in classes, in discussions held in contact classes as well as in online forums on Merlin

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.

Learning Outcomes

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

1. Use 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.

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Formulate and critically evaluate arguments for and against opposing points of view

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Develop competences in professional and interdisciplinary teamwork

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.

Screening of student's work

0
ECTS Pohađanje nastave [EN]

5
ECTS Pismeni ispit [EN]

0
ECTS Ostalo 1. (upisati) [EN]

5
ECTS

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*



Lamza-Posavec, Vesna
(2015). *Mjerenje
javnosti*, Institut Ivo
Pilar



Šiber, Ivan (2003).
Politički marketing,
Politička kultura

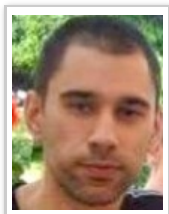


Wimmer, R. D.,
Dominick, J. R (2003).
Mass Media Research,
Wadsworth

Oral Latin

200547

Lecturer



prof. dr. sc.
Šime Demo

ECTS Credits 3.0

English Level L0

E-learning Level L1 (5%)

Study Hours
15
15

Grading
Attendance, active
participation,
preparedness, seminary
work

Course Description

The course aims at complete command over basic Latin vocabulary, morphology, syntactic structures and phraseology; written and oral communication in Latin; talking to the speakers of Latin at the living Latin conferences; understanding periodicals in Latin.

Learning Outcomes

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

1. Write a letter in Latin
2. Write an say one's own curriculum vitae in Latin
3. Write and say a Latin summary of a text read
4. Analyze a prepared topic in Latin
5. Write a text on a given topic
6. Memorize Latin expressions for individual Croatian words

Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Conceptually clearly present different information and viewpoints and critically assess the credibility of claims, assumptions and arguments mediated through various media

Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian

- EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science

Clearly and innovatively present complex academic and non-academic contents in written and oral form



Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Usmeni ispit [EN]

3
ECTS

Week by Week Schedule

1. Introduction, literature and assignments, formulas of salutation
2. Vocabulary 1 (De vita scholastica)
3. Reading and analysing selected chapters of Familia Romana (Epistula magistri)
4. Vocabulary 2 (De otio)
5. Reading a selected letter (e.g. Vrančić), writing a letter to family or friends
6. Vocabulary 3 (De cibis deque potionibus)
7. Reading and analysing selected chapters of Familia Romana, talk on a topic (Convivium, Inter pocula)
8. Vocabulary 4 (De officiis)
9. Reading a biography (e.g. S. Crijević, Puer Romanus), writing a CV
10. Vocabulary 5 (De vita cotidiana)
11. Discourse 20 (Colloquia personarum)
12. Vocabulary 6 (De libris)
13. Discourse 24 (Colloquia personarum)
14. Vocabulary 7 (De arte poetica deque grammatica)
15. Reading and analysing selected chapters of Familia Romana, talk on a topic (De arte poetica, Ars grammatica)

Literature



Hans H. Orberg (1981).
*Lingua Latina per se
illustrata*



R.B. Appleton, W.H.S.
Jones (1913). *Lingua
Latina - Puer Romanus*,
Oxford, Clarendon
press

Similar Courses

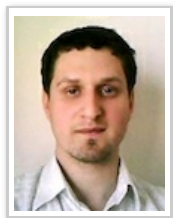
» Course IIA, Oxford

Overview of Latinity in the Age of Humanism and the Renaissance

118518



Lecturer



izv. prof. dr. sc.
Marko Jerković

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

Grading

The engagement and work of students is being followed during the whole semester. Final grade: 10% class attendance, 40% colloquium or written exam, 50% oral exam.

Course Description

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

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.

Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Define and describe the contemporary disciplines of literature, linguistics and auxiliary historical sciences, the history of their development and their main problems

Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text

Constructively encourage and promote the development of knowledge of Croatian Latinity based on the principles of scientific rationality, international recognition, and scientific excellence

Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian

Critically consider various descriptive and normative beliefs and attitudes about human nature and position in the world

Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content
 Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines
 Interpret, evaluate, comment, translate and prepare works and/or writings from the Croatian cultural heritage for print, especially Latin ones, in accordance with contemporary philological customs and requirements
 Think interdisciplinary and respect different scientific methodologies and views on specific issues and problems
 - EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science
 Clearly and innovatively present complex academic and non-academic contents in written and oral form

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.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Kolokviji [EN]

²
ECTS Usmeni ispit [EN]

5
ECTS

Forms of Teaching

- » Predavanja
- » lectures

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 i England.
5. Overview of pre-Renaissance and Renaissance Latin literature in Italy, Hungary, Germany, Poland, Netherlands, Portugal and Spain, France and Scotland and England.
6. Croatian latinists of the 15th century: P. P. Vergerius, I. Stojković, N. of Modruss, I. Vitez, Jannus Panonnius, J. Šižgorić, J. Divnić, K. Čipiko.

7. Croatian latinists of the 15th century: P. P. Vergerius, I. Stojković, N. of Modruss, I. Vitez, Jannus Panonnius, J. Šižgorić, J. Divnić, K. Čipiko.
8. Croatian latinists of the first half of the 16th century: J. Dragišić, F. Petančić, F. Niger, F. T. Andreis, L. Crijević, Š. Kožetić, V. Pribojević, T. Niger, F. Božičević, K. Ranjina, D. Buća, M. Andreis, M. Marulić, I. S. Polikarp, J. Bunić, I. Crijević, D. Beneša, I. Bolica, L. Paskalić.
9. Croatian latinists of the first half of the 16th century: J. Dragišić, F. Petančić, F. Niger, F. T. Andreis, L. Crijević, Š. Kožetić, V. Pribojević, T. Niger, F. Božičević, K. Ranjina, D. Buća, M. Andreis, M. Marulić, I. S. Polikarp, J. Bunić, I. Crijević, D. Beneša, I. Bolica, L. Paskalić.
10. Croatian latinists of the first half of the 16th century: J. Dragišić, F. Petančić, F. Niger, F. T. Andreis, L. Crijević, Š. Kožetić, V. Pribojević, T. Niger, F. Božičević, K. Ranjina, D. Buća, M. Andreis, M. Marulić, I. S. Polikarp, J. Bunić, I. Crijević, D. Beneša, I. Bolica, L. Paskalić.
11. Croatian latinists of the Reformation: M. Grbić, M. Vlačić and A. Dudić.
12. Croatian latinists of the Reformation: M. Grbić, M. Vlačić and A. Dudić.
13. Croatian latinists of the second half of the 16th century: A. Vrančić, S. Brodarić, B. Đurđević, D. Zavorović, F. Vrančić, N. Brautić, F. Petrić, P. Skalić.
14. Croatian latinists of the second half of the 16th century: A. Vrančić, S. Brodarić, B. Đurđević, D. Zavorović, F. Vrančić, N. Brautić, F. Petrić, P. Skalić.
15. Croatian latinists of the second half of the 16th century: A. Vrančić, S. Brodarić, B. Đurđević, D. Zavorović, F. Vrančić, N. Brautić, F. Petrić, P. Skalić.

Literature



prir. V. Gortan i V. Vratović (1969). *Pisci 15. i 16. stoljeća Croatici auctores qui Latine scripserunt (auctores saec. XV et XVI), u: Hrvatski latinisti, knj. I., 115-707*, Zagreb



Darko Novaković (1994). *Latinsko pjesništvo hrvatskog humanizma, 53-114*, Zagreb



Juraj Šižgorić (1966). *Elegije i pjesme, (Hrvatski latinisti, knj. 6.)*, Zagreb



Ivan Česmički (1951). *Pjesme i epigrami, (Hrvatski latinisti, knj. 2)*, Zagreb



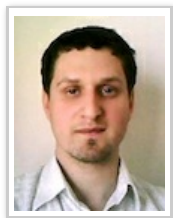
Jakov Bunić (1978). *De raptu Cerberi, (Hrvatski latinisti, knj. 9.)*, Zagreb

Overview of Latinity in the Post-Renaissance Period

118519



Lecturer



izv. prof. dr. sc.
Marko Jerković

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

Grading
Written and oral exam

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.

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

Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Define and describe the contemporary disciplines of literature, linguistics and auxiliary historical sciences, the history of their development and their main problems

Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text

Constructively encourage and promote the development of knowledge of Croatian Latinity based on the principles of scientific rationality, international recognition, and scientific excellence

Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian

Critically consider various descriptive and normative beliefs and attitudes about human nature and position in the world

Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content

Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines

Interpret, evaluate, comment, translate and prepare works and/or writings from the Croatian cultural heritage for print, especially Latin ones, in accordance with contemporary philological customs and requirements

Think interdisciplinary and respect different scientific methodologies and views on specific issues and problems

- EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science

Clearly and innovatively present complex academic and non-academic contents in written and oral form

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

Screening of student's work

ECTS ¹ Pohađanje nastave [EN]

ECTS ² Kolokviji [EN]

ECTS ² Usmeni ispit [EN]

5
ECTS

Forms of Teaching

- » Predavanja
- » lectures

Week by Week Schedule

1. Historical Overview of 17th-19th century, placing literature of Croatian Latinity of this period in the context of historical events, the main characteristics of literary periods, European representatives.
2. Prose 17th century I: Historiography (definition and representatives of Croatian Baroque Slavism and Illyrian theory: Mrnavić, Orbini, Rattkay, Vitezović;) "father of Croatian historiography": Ivan Lučić
3. Prose 17th Century II: biography and hagiography, banology (main representatives and their works: Mrnavić, Gradić, Levakovic, Vitezović, Rattkay)
4. Prose 17th Century III: specialization Latin by sciences (theology, philosophy, law and natural sciences - de Dominis, Faust Vrančić), rhetorical activity, the first grammars and dictionaries (Kašić, Mikalja)

5. Poetry 17th century (the religious and spiritual); topics lyric poems, epics and epigrams (characteristics and main representatives: K. Vičić B. Rogačić S. Mladinić);
6. Poetry 18th century I: poetry and epigrams (Kunić, Ferić, Hidža, Rastić, Đurđević)
7. Poetry 18th Century II: didactic epics (philosophical and historiographical) Translation (theory of translation, translation from classical languages into Croatian and vice versa)
8. The impact of Dubrovnik on 18th century literature : R. Kunić, J.R Bosković, B. Stay and B.Zamanja
9. Interdisciplinarity in the 18th century: coherence between various scientific disciplines and research directions
10. Biobibliographers and historians 18th century: important documents for literary history
11. Questions of language in the 18th Century: Review of vocabularies and grammars
12. Other impacts (literary and marginal literary genres: the visitation, annals, chronicles)
13. The awakening of national consciousness and the abolition of Latin as the official language: influences on literature
14. A review of literature in Latin: 19th and 20 century
15. Synthesis

Literature



Darko Novaković (2003). *Hrvatski latinizam u XVII. stoljeću, u knj. Hrvatska i Europa Barok i prosvjetiteljstvo sv. 3. (ur. I. Golub), 551-563;*, HAZU - Školska knjiga



Vladimir Vratović (2003). *Hrvatski latinizam u XVIII. stoljeću, u knj. Hrvatska i Europa Barok i prosvjetiteljstvo sv. 3. (ur. I. Golub), 565-575;*, HAZU - Školska knjiga



P. Knezović, "Pregled hrvatskog latiniteta od sabora u Cetingradu 1527. do sabora u Požunu 1790." *Hrvatsko-mađarski odnosi 1102-1918., Zagreb, 2004., 191-198;*



Darko Novaković (1999). *Hrvatska novolatinska književnost od 15. do 17. stoljeća, u knj. Introduzione allo studio della lingua, letteratura e cultura croata (ur. F. Ferluga Petronio), 165-176;*



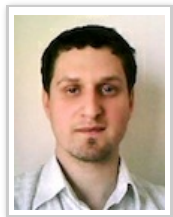
Pavao Knezović (1999). *Hrvatski latinisti 18. i 19. stoljeća, ibid, 177-189.*

Overview of Medieval Latinity

200544



Lecturer



izv. prof. dr. sc.
Marko Jerković

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

Grading

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

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.

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

Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Define and describe the contemporary disciplines of literature, linguistics and auxiliary historical sciences, the history of their development and their main problems

Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text

Constructively encourage and promote the development of knowledge of Croatian Latinity based on the principles of scientific rationality, international recognition, and scientific excellence

Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian

Critically consider various descriptive and normative beliefs and

attitudes about human nature and position in the world
 Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content
 Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines
 Think interdisciplinary and respect different scientific methodologies and views on specific issues and problems
 - EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science
 Clearly and innovatively present complex academic and non-academic contents in written and oral form

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

Forms of Teaching

- » Predavanja
- » Lectures

Week by Week Schedule

1. General characteristics of medieval Latinity.
2. Early medieval Latinity.
3. Croatians' first contacts with Latinity.
4. Medieval literate renaissances (Carolingian, Ottonian and the 12th Century Renaissance).
5. Epigraphy.
6. Church books.
7. Medieval genres.
8. Legends, hagiography and vitae.
9. "Life of St John of Trogir" (hagiography).
10. "Genealogy of Bar" (Chronicle by priest from Duklja)
11. Chronicles and chroniclers: "Miha de Barbezanis" and "A Cutheis tabula"
12. Medieval memoriale: Paulus de Paulo
13. "Obsidio Iadrensis": an analysis
14. Thomas Archdeacon: "Historia Salonitana"
15. Medieval chanceries

Literature



S. Hosu, Srednjovjekovna latinska književnost, u: Povijest svjetske književnosti, knj. 2., Zagreb, 1977., 347-399.



R. Katičić, Litterarum studia, Književnost i naobrazba ranoga hrvatskoga srednjovjekovlja, Zagreb, 1998.



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



Pavao Knezović, Ranosrednjovjekovni latinitet", u: Hrvatska u doba kneza Branimira, Zadar, 2002., 173-193.



Matijević Sokol, Mirjana, Latinska epigrafička baština, Hrvatska i Europa: kultura, znanost i umjetnost. Srednji vijek i renesansa (XIII.-XVI. stoljeće), Zagreb, 2000., str. 105.-125.

Similar Courses

» Medieval Latin, Oxford

Pagan and Christian Themes in Croatian Literature 239801

Lecturer



izv. prof. dr. sc.
Domagoj
Brozović

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours
15
15

Teaching Assistant
dr. sc. Petar Ušković
Croata

Course Description

The history of world literature, and to that extent also Croatian literature, is impregnated with dominant motifs or topos that we associate with pagan (Greek and Roman) literature, which also experienced its stylizations in Christian literature. After antiquity, these motifs experienced their literary and linguistic manifestations again in the works of famous European and Croatian Renaissance writers, so they can be linearly viewed and analyzed in order to show that such and similar motifs belong to the circle of typified allegorical narrative-descriptive patterns. The aim of the course will be to present several such motives in the work on the text and introduce interested students to this approach.

Learning Outcomes

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

1. Analyze and appreciate the justification of different theoretical approaches to literature
2. Describe, identify and define common motifs in pagan and Christian literature
3. Analyze and critically form an attitude about adaptations of pagan and literary motifs
4. Define interpolations of pagan motifs in Croatian literature
5. Define the importance of motifs for the meaning of the text
6. Recognize the concept of linear motifs in text construction

Study Programme Learning Outcomes

Dual-major studies

Design of didactic content: planning, performing and evaluation of teaching

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

Croatology

Define, analyze and argue the Croatian cultural narrative

Interpret and critically judge literary text

Critically relate to mastered content and argue your conclusions in written and oral form

Describe and classify the legacy of other cultures within Croatia
Recognize and argue the influence of religion and philosophy on
Croatian culture

Croatology

Interpret and critically judge literary text
Describe and classify the legacy of other cultures within Croatia
Recognize and argue the influence of religion and philosophy on
Croatian culture

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Pismeni ispit [EN]

0
ECTS Seminarski rad [EN]

3
ECTS

Literature



Bart D. Ehrman (2022).
*Journeys to Heaven and
Hell*, Yale University
Press

Similar Courses

» Religijske teme u svjetskoj književnosti, Oxford

Palliative Care

226946

Lecturers



izv. prof. dr. sc. prof. dr. sc.
Lovorka Marijana Braš
Brajković

Course Description

Introduce students to the basic theory and concept of palliative care. During the course, students will gain the necessary knowledge about the psychological reactions to incurable disease, important features of the patient-family - professionals relationship in palliative care as well as relationships between team members, delivering bad news and bereavement. Special emphasis is placed on acquiring knowledge about the treatment of total pain with various therapeutic options as well as on the psychological aspects of dying and death.

Learning Outcomes

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

1. Explain basic concept of palliative care
2. Explain importance of physical, psychological, social and spiritual issues in palliative patients and families
3. Apply appropriate psychological assessment to patients and their families
4. Identify psychosocial and spiritual needs in palliative patients and families
5. Distinguish palliative care from hospice care
6. Explain end of life issues
7. Explain needs in bereavement
8. Identify importance of multiprofessional approach to palliative patients

Study Programme Learning Outcomes

Psychology

Choose models of psychological assessment and counseling in work with individuals, groups and organizations

Critically evaluate professional and scientific literature from psychology and related disciplines and create new scientific knowledge

Critically judge the outcomes and consequences of one's own professional work, as well as one's own professional competences, knowledge and skills in accordance with changes and standards of the profession and national and European regulations

Support cooperation in interdisciplinary team work and create constructive professional relationships with experts of

ECTS Credits	3.0

English Level L1

E-learning Level L1

Study Hours

Study Hours	Frequency
15	15
15	15

Grading

60 % – 69 % - sufficient

70 % - 79 % - good 80 %

- 89 % - very good 90 % -

100 % - excellent

collaborating disciplines

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities

Self-evaluate responsibility, autonomy and initiative in work

Evaluate different theories, paradigms and methodological approaches in psychology when planning assessment and interventions with individuals, groups and organizations

General Competencies

1. to understand the basic concepts of palliative care
2. to understand the importance of physical, psychological, social and spiritual issues that affect palliative patients and their families
3. to apply appropriate psychodiagnostic procedures in the assessment of patients and their families
4. to recognize the psychosocial and spiritual needs of palliative patients and their families
5. to distinguish palliative care from hospice care
6. to identify end-of-life problems
7. to identify the needs of family members in the grieving process
8. to develop appropriate intervention procedures
9. to evaluate the appropriateness of a person-centred approach

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

0.5
ECTS Seminarski rad [EN]

3 ECTS

Week by Week Schedule

1. Introduction to palliative care - basic features of palliative care; historical development of palliative care in Croatia and the world
2. Biopsychosocio spritual approach to palliave patients and families; bioethical and legal aspect of palliative care
3. Total pain
4. Miltiprofessional palliative team
5. Communication skills in palliatvie care; delivering bed news
6. Psychological aspect of palliative care
7. Psychological assessment in palliative care
8. Psychological counselling and psychotherapy in palliative care
9. Geriatric palliative care
10. Pediatric palliative care
11. Hospice care
12. Psychological aspects of death and dying; concpet of Good death
13. Bereavement
14. Professional role of psychologist in palliative care
15. Final considerations on palliative care

Literature



Đorđević, V., Braš, M. (2013). *Osnove palijativne medicine*, Medicinska naklada



Buckley, J. (2008). *Palliative care: An integrated approach*, Wiley-Blackwell

Additional Literature



Chochinov, H.M., Breitbart, W. (2000). *Handbook of psychiatry in palliative medicine*, Oxford Press.



Firth, P., Luff, G., Oliviere, D. (2005). *Loss, Change and Bereavement in Palliative Care.*, Open University Press.



Brown, W., Warr, B. (2007). *Supporting the Child and the Family in Paediatric Palliative Care*, Jessica Kingsley Publishers

Similar Courses

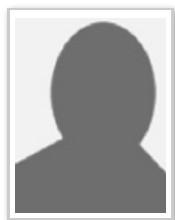
» Palliative care education and practice, Oxford

Parenting pedagogy

213981



Lecturer



izv. prof. dr. sc.
Katarina Dadić

Course Description

This course aims to acquaint students with the socio-historical context of parenting (parenting in different social contexts and how the concept of parenting has changed) with special emphasis on the challenges of modern parenting (technology, globalization, media, etc.). The intention is to critically approach different socio-historical theoretical frameworks of the perception of parenthood. Furthermore, in this course students will be introduced to partnership with parents in education, more precisely, how to have a quality counseling conversation with parents and will have the opportunity to critically evaluate different approaches to parenting education programs. By emphasizing the importance of parenting education in modern society due to many challenges, students gain insight into their role in the parenting education process. They will develop an understanding of the role of parenting and recognize their role in providing support to parents within the educational institution (parent meetings and parent information).

Learning Outcomes

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

1. Define the concepts of parenting, upbringing, pedagogy, and parenting pedagogy.
2. State socio-historical changes in parenting.
3. Explain the role of teachers in parent education.
4. Explain the role of the media in parenting.
5. Describe the characteristics of a parent-school partnership.
6. Relate the importance of teacher-parent collaboration with parent education.
7. Analyze parent education programs.

Study Programme Learning Outcomes

Croatian Latinity

Dual-major studies

Communication Studies

Croatology

History

History

ECTS Credits 3.0

English Level L0

E-learning Level L2

Study Hours
15
15

Teaching Assistant
dr. sc. Martina Horvat

Grading

Throughout the semester, students will be continuously evaluated based on the following obligations: 1. Writing a critical review of the topic (show the ability to critically read given texts and academic literacy); 2. Colloquia (according to lectures and provided literature); 3. Seminar paper (independently study, prepare and present); 4. Essay (according to selected scientific papers); 5. Written exam (according to lectures and provided literature). The final grade is the result of all the above elements.

Sociology

Evaluate social impact of social changes in society
Interpret certain social processes using knowledge of sociological theories

Screening of student's work

0.3
ECTS Esej [EN]

0.5
ECTS Kolokviji [EN]

1.5
ECTS Pismeni ispit [EN]

0.7
ECTS Seminarski rad [EN]

3 ECTS

Week by Week Schedule

1. Opening lecture: introduction to the aims of the course and students' obligations
2. Parenting through time: an overview and understanding of parenting in different historical and social contexts.
3. Contemporary parenting and its challenges.
4. Parenting and technology: are parental behaviours shaped by the media?
5. The future of parenting: a critical review.
6. Colloquium
7. Parenting in the educational context: the role of teachers in working with parents.
8. Parental counselling: the role of parent-teacher conferences.
9. Parental counselling: the role of parent meetings.
10. How to be a good class teacher?: communication and cooperation as a prerequisite for partnership with parents.
11. Parental education in contemporary society.
12. A representation of parenting programs: a critical review.
13. Concluding remarks: the impact of society and its changes on parenting and the role of teachers in providing support to parents.
14. Colloquium
15. Evaluation of the course Parenting pedagogy.

Literature



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



Pećnik, N., Starc, B.
(2010). *Roditeljstvo u
najboljem interesu
djeteta i podrška
roditeljima najmlađe
djece.*, UNICEF



Shaw, R. (2009).
*Epidemija popustljivog
odgoja: zašto su djeca
nevesela, nezadovoljna,
sebična te kako im
pomoći*, VBZ

Additional Literature



Arendell, T. (1997). *A
Social Constructionist
Approach to Parenting*,
SAGE Publications



Connell-Carrick, K.
(2006). *Trends in
Popular Parenting Book
and the Need for
Parental Critical
Thinking*, Child Welfare



Hicks, M. W., Williams,
J. W. (1981). *Current
Challenges in
Educating for
Parenthood*, Family
Relations



Jurčević Lozančić, A.,
Kunert, A. (2015).
*Obrazovanje roditelja i
roditeljska pedagoška
kompetencija, teorijski i
praktični izazovi*,
Metodički obzori



Juul, J. (2008). *Život u
obitelji: najvažnije
vrijednosti u
zajedničkom životu i
odgoju djece*, Zagreb:
Pelago



Kishchuk, N.,
Laurendeau, M.C.,
Desjardin N., Perreault,
R. (1995). *Parental
Support: Effects of a
Mass-Media
Intervention*, Canadian
Journal of Public Health



Ljubetić, M. (2006).
*Obitelj u povijesnom i
suvremenom
kontekstu*, Split:
Filozofski fakultet.



Pećnik, N. (2008).
*Suvremeni pogledi na
dijete, roditeljstvo i
socijalizaciju*, Dijete i
društvo – časopis za
promicanje prava
djeteta



Perse, E. M., Lambe, J.
L. (2017). *Media Effects
and Society: Second
Edition*, New York,
London: Routledge



Smedts, G. (2008).
*Parenting in a
Technological Age*, Ethics
and Education



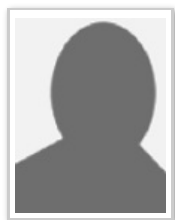
Stričević, I. (2011).
*Jačanje roditeljskih
kompetencija kroz
programe obrazovanja
roditelja*, Zagreb:
Filozofski fakultet
Sveučilišta u Zagrebu

Pedagogy

144706



Lecturer



izv. prof. dr. sc.
Katarina Dadić

ECTS Credits	4.0
English Level	L0
E-learning Level	L2
Study Hours	30
	15

Teaching Assistant
dr. sc. Martina Horvat

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).

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.

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

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Croatian Latinity

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Croatology

History

History

Psychology

Sociology

Recognize the elements of cultural/collective memory

Sociology

Recognize the elements of cultural/collective memory

Modify the explanations and basic terminology of sociological tradition to target population

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Pismeni ispit [EN]

1
ECTS Istraživanje [EN]

1
ECTS Seminarski rad [EN]

4
ECTS

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.

Literature



Pranjić, M. (2001).
*Pedagogija: suvremena
stremljenja, naglasci,
ostvarenja*, Hrvatski
studiji Sveučilišta u
Zagrebu

Additional Literature



Gudjons, H. (1993).
*Pedagogija : temeljna
znanja*, Educa

Similar Courses

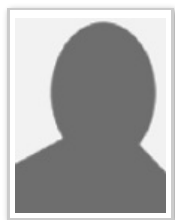
» Didaktika, Oxford

Personality Psychology

57111



Lecturer



Josip Burušić,
nasl. prof. dr.
sc.

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.

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.

Study Programme Learning Outcomes

Psychology

Evaluate theoretical concepts and scientific knowledge in the

ECTS Credits	4.0
English Level	L0
E-learning Level	L1
Study Hours	30
	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)

creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities

Evaluate different theories, paradigms and methodological approaches in psychology when planning assessment and interventions with individuals, groups and organizations

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, 9, 11, 12, 14, 19, 20, 21, 26, 28). New York/London: The Guilford Press

Similar Courses

- » Personality Psychology, Oxford

Phenomenological Sociology

269958

Lecturers



doc. dr. sc.
Erik Brezovec



doc. dr. sc. izv. prof.
Erik Brezovec Steven Watson

Course Description

Introduce the most important concepts and the development of the phenomenological sociology to the graduate (master degree) students of sociology. The goal of the course is to see the possibilities of connecting the philosophical phenomenology with the sociology. The phenomenological sociology have its own foundations in the philosophy of Edmund Husserl, life-world concept of Alfred Schutz, social construction of reality of Peter L. Berger and Thomas Luckmann, ethnomethodology of Harold Garfinkel.

Learning Outcomes

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

1. Relate the basic terms in the phenomenology and ethnomethodology
2. Analyze diachronic development of the phenomenological thought toward society
3. Use the phenomenology for the analysis of the scientific research
4. Criticize and connect the phenomenological theoretical approaches
5. Compare a different approaches in the process of solving the theoretical problems
6. Analyze contemporary social processes through the theoretical approach of phenomenological sociology

Study Programme Learning Outcomes

Dual-major studies

Sociology

Explain the role of sociology in society

Describe the elements of social dynamics

Interpret certain social processes using knowledge of sociological theories

Compare different theoretical traditions in sociology

Sociology

Describe the elements of social dynamics

Interpret certain social processes using knowledge of sociological theories

ECTS Credits	5.0

English Level L3

E-learning Level L1

Study Hours

15
15

Grading

1. Exam/midterm : 60% 2. Seminar discussion and research participation 25%

Compare different theoretical traditions in sociology

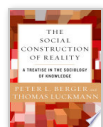
Forms of Teaching

- » Predavanja
 - » frontal
- » Seminar
 - » discussion

Week by Week Schedule

1. Introduction to the course
2. Foundation of the phenomenological sociology
3. From phenomenology to sociology: meaning and intersubjectivity
4. Intersubjectivity and otherness of Other (Levinas, Sartre, Merleau-Ponty)
5. Time and identity
6. Subjective and objective meaning of action
7. Structure of the life-world - definition of the situation and action in the everyday life
8. Life-world of A. Schutz and J. Habermas
9. Thomas Luckmann and the birth of institutions
10. Tipization of the social world and social relations
11. Intercultural understanding: how to understand a stranger?
12. Knowledge and interaction: sociology of knowledge
13. Social construction of reality: institutionalization, legitimization, internalization
14. Body, meaning and communication
15. Contemporary research topics: body, knowledge, culture

Literature



Peter L. Berger, Thomas Luckmann (2011). *The Social Construction of Reality*, Open Road Media



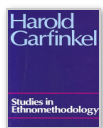
Hisashi, N. i Waksler, F. C. ed. (2012). *Interaction and Everyday Life: phenomenological and etnometodological honor of Georg Psathas*, New York : Lexington Books.



Spasić I. (2004). *Sociologije svakodnevnog života*, Beograd: Radunić



Pavić, Ž. (1994). *Fenomenologija i sociologija. Uvod u 'refleksivnu sociologiju'*, Društvena istraživanja, 3(2-3) (10-11)



Harold Garfinkel (1991). *Studies in Ethnomethodology*, Polity

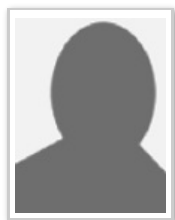
Similar Courses

- » -, Oxford

Philosophical methodology

201535

Lecturer



doc. dr. sc.
Matija Mato
Škerbić

Course Description

Philosophy as a specific discipline complements the scientific analysis of reality with the synthesis of knowledge. The philosophical methodology makes it possible to draw well-founded conclusions and recognize the most general patterns characteristic of reality.

Thus, the basic intentions of this course are threefold.

On the one hand, to acquaint male and female students with general philosophical methods and their peculiarities, to train them to conduct independent scientific research through the application of research methods and procedures, as well as understanding and critical evaluation of existing research.

On the other hand, to acquaint students with the general principles and methods of scientific work in the form of preparing a thesis: with ways of shaping the purpose of research, research questions, hypotheses and variables.

Finally, students will be able to create a research plan independently, with respect for the dignity of the person, adherence to ethical norms, good academic customs and principles of scientific and research integrity such as responsible data management, respect for copyright, the obligation of originality of scholarly works and engaged mentoring.

Learning Outcomes

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

1. Recognize the key features of philosophical and non-philosophical methodology.
2. Distinguish different philosophical methods and successfully apply them in independent philosophical work
3. Evaluate the similarities and differences of the philosophical method from the methods of special sciences
4. Explain the significance, role and peculiarities of philosophy compared to the related fields of art, religion, culture and special sciences and disciplines
5. Compare and evaluate philosophical and scientific methodology in the educational process.
6. Apply knowledge of philosophical methodology in the teaching process

ECTS Credits	4.0

English Level L0

E-learning Level L1 (10%)

Study Hours

30

15

Grading

Students should attend at least 12 teaching units. Obligations in the course include actively following classes and participating in discussions, writing and presenting a seminar paper on a chosen topic, and passing an oral exam.

Study Programme Learning Outcomes

Dual-major studies

Philosophy

- Formulate different arguments, possible contradictions and construct counterexamples
- Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking
- Create written and oral presentations of complex academic and non-academic content
- Explain and evaluate different theoretical, methodological and practical concepts
- Explain the specifics of contemporary philosophical disciplines and their development

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Seminarski rad [EN]

²
ECTS Usmeni ispit [EN]

⁴
ECTS

Week by Week Schedule

1. Irony and Majeutics (Socrates)
2. Dialectics (Plato)
3. Analytics and Logic (Aristotle)
4. Eclecticism (Stoics)
5. Empirism and Induction (Bacon)
6. Methodical skepticism and Deduction (Descartes)
7. Hermeneutics(Vlačić Ilirik, Gadamer)
8. Criticism (Kant)
9. Dialectical Method (Fichte and Hegel)
10. Phenomenological Reduction (Husserl)
11. Verification and Falsification Method. Critical Rationalism (Carnap and Popper)
12. Critical Thinking (Dewey, Frankfurt School)
13. Language Games (Wittgenstein)
14. Interdisciplinarity
15. Methods in Philosophy - an Overview

Literature



Aristotel (1965).
Organon, Kultura,
Beograd



D'Oro, Giuseppina;
Overgaard, Søren
(2017). *The Cambridge
Companion to
Philosophical
Methodology*,
Cambridge University
Press



Descartes, René (2014).
*Rasprava o metodi
pravilnog upravljanja
umom i traženja istine u
znanostima*, KruZak,
Zagreb

Similar Courses

» Philosophical Methods, Oxford

Philosophy and Culture: Croatia in the European Context

201781



Lecturer



izv. prof. dr. sc.
Željka Metesi
Deronjić

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.

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

Study Programme Learning Outcomes

Dual-major studies

Croatology

Describe and classify the legacy of other cultures within Croatia
Recognize and argue the influence of religion and philosophy on Croatian culture

Croatology

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.

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

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.

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Seminarski rad [EN]

1
ECTS Usmeni ispit [EN]

3
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 "Antiturbica"
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). *O ideji 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). *Nasljeđe 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

Similar Courses

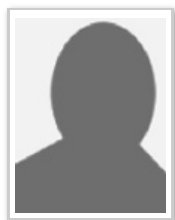
» Hrvatska književnost u europskome kontekstu, Oxford

Philosophy of communication

201678



Lecturer



izv. prof. dr. sc.
Ivana Greguric

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	15
	15

Course Description

The aim of the course is to reflect philosophically on the communication process and to acquaint students with the main concepts related to media communication, the basic terms, structure and function of the modern media system and the basic settings of mass media (radio, television, print, internet), media content (violence, advertising, media stereotypes), media habits (what and how much we watch and why), media influences (harmfulness of some content, eg violence and advertising); social role and responsibility of mass media, changes in mass communication under the influence of new technologies.

Learning Outcomes

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

1. Define different forms and types of communication
2. Point out the common elements of all forms of communication
3. Describe the basic theoretical models of the communication process and highlight their advantages and disadvantages.
4. Show the evolutionary conditions of the origin and development of human communication.
5. Analyze the most important social, technological and ethical aspects of the communication and information revolution and the emergence of a networked society.
6. Compare the main claims of selected texts from the theory of communication

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Create written and oral presentations of complex academic and non-academic content

Explain and evaluate different theoretical, methodological and practical concepts

Develop and evaluate one's own work and progress in learning, understanding and explaining various philosophical problems

Communication Studies

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Seminarski rad [EN]

3
ECTS

Week by Week Schedule

1. Introduction to the philosophy of communication - definition of basic terminology, problem motives and key concepts.
2. Historical development of media communication and models of media communication
3. Communication of contemporary culture; analysis of advertising as cultural communication through the media.
4. Development of mass media and their social role
5. Hermann Schmitz's concept of bodily communication
6. Philosophy of communication - man as a communicative being
7. Digital dementia - excessive use of digital technology
8. Media power and media control - formation of public opinion through the media
9. Professional reporting standards and reporting skills
10. Audience and media industry – development of the concept of the public; audience division
11. Mass media as part of the consumer culture industry - the concept of "media addiction"; contemporary consumer practices and information and communication media technologies
12. Internet cultures - the effects of Internet culture on society
13. New technologies and media - new opportunities and threats in the age of the Internet; Internet and democracy; censorship and freedom.
14. Social networks and contemporary identities formed through media consumption practices
15. Virtual reality - technology of the future communication

Literature



Inglis F. (1997). *Teorija medija*, AGM, Zagreb



Habermas, J. (1984). *Teorija komunikativnog djelovanja*, Sarajevo

Additional Literature



Malović, S. (2005).
Osnove novinarstva,
Golden marketing –
Tehnička knjiga,
Zagreb



Kellner, D. (1995).
Medijska kultura, Clio,
Beograd



DeFleur M.L., Ball-
Rokeach S. (1982).
*theories of Mass
Communication*,
Longman Inc



Briggs, A., Burke, P.
(2011). *Socijalna
povijest medija. Od
Gutenberga do
interneta.*, Zagreb:
Naklada Pelago

Similar Courses

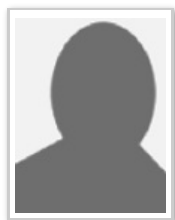
» Philosophy of communication, Oxford

Philosophy of Education

61957



Lecturer



doc. dr. sc.
Matija Mato
Škerbić

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

Grading

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

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.

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

Study Programme Learning Outcomes

Croatian Latinity

defend personal scientific insights and positions in concrete cases rationally and by providing valid arguments

Generic competencies

impartially make and evaluate arguments for and against opposed positions

consider and evaluate the validity of diverse theoretical and practical proposals. taking into account specific characteristics of various areas of life and work environments

Dual-major studies

Philosophy

Create written and oral presentations of complex academic and non-academic content

Explain and evaluate different theoretical, methodological and practical concepts

Encourage the development of professional and scientific

excellence and integrity and determine the need for lifelong learning and professional development
 Promote fundamental ideas and principles of modern democratic societies
 Conduct simpler scientific research independently and under guidance

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

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. Kodolja, 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.



*Profesorova predavanja
koja svake godine
donose novine s
područja*

Similar Courses

» Filozofija odgoja, Oxford

Philosophy of Game and Sports

187914

Lecturer



doc. dr. sc.
Matija Mato
Škerbić

Course Description

Course objectives:

- to get acquainted with the philosophy of sport and play, two related cultural phenomena of human society
- to analyze the central challenges in philosophically thematizing and conceptualizing sports and games from ancient times to modern times
- to discuss some of the basic problems of sports and games such as homo ludens, ethos of sport, rules of the game and their implementation, competition, doping, paternalism, fair play, Olympism.

Learning Outcomes

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

1. Identify key issues and contributions of the philosophy of sport and play
2. Identify and consider moral problems in sport and as general moral problems
3. Recognize the importance of moral and sport education in the building of human character, the acquisition and exercise of virtues and orientation in morally dubious situations
4. Identify and list key authors and works of the philosophy of sports and play
5. Define and describe the basic concepts: sport, play, playing, ethos of sport, fair play, Olympism
6. Analyze and independently read the original texts of the philosophy of sport
7. Compare and evaluate opposing perspectives on particular sports issues

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Formulate different arguments, possible contradictions and construct counterexamples

ECTS Credits	3.0

English Level L3

E-learning Level L1 (15%)

Study Hours

15
15

Teaching Assistant
Emily Ryall

Grading

The final grade is a combination of grades from seminar work, oral examination and assessment of the quality of participation during the classes.

Create written and oral presentations of complex academic and non-academic content

Explain the specifics of contemporary philosophical disciplines and their development

Develop and evaluate one's own work and progress in learning, understanding and explaining various philosophical problems

Screening of student's work

ECTS ¹ Pohađanje nastave [EN]

ECTS ⁰ Referat [EN]

ECTS ¹ Seminarski rad [EN]

ECTS ¹ Usmeni ispit [EN]

ECTS ³

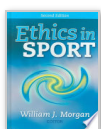
Week by Week Schedule

1. Introductory lecture
2. Defining and delimiting basic notions - sports, play, play
3. Introduction to the Philosophy of Sport - Metaphysics, Epistemology, Aesthetics, Philosophy of Education, Bioethics
4. The Ancient Roots of the Philosophy of Sport - Plato, Aristotle
5. Ancient and Modern Olympism - Pierre de Coubertain
6. Sports and History of Philosophy - Descartes, Jaspers, Sartre, Rawls
7. Sports and Game - Fink and Wittgenstein
8. Man as Homo ludens - Huizinga and Suits
9. Competitive character of sport
10. Ethics of Sport
11. Cardinal virtues in sport
12. Sports and human limits - challenges and problems of using doping and genetics
13. Gender issues in Sports
14. Formalism, internalism and conventionalism
15. Ethos of sport, fair play and sporting honesty

Literature



Mike McNamee, William J. Morgan (2015). *Routledge Handbook of the Philosophy of Sport*, Routledge



William John Morgan (2007). *Ethics in Sport*, Human Kinetics

Similar Courses

- » Philosophy of Sport, Oxford

Philosophy of Myth and Religion

187904

Lecturer



prof. dr. sc.
Ivo Džinić

ECTS Credits	3.0

English Level L1

E-learning Level L1

Study Hours

15
15

Course Description

The aim of this course is to introduce to myth as an indispensable phenomenon of human culture and one of the oldest forms of religious expression. The complexity of this phenomenon is evidenced by the fact that different sciences, as well as philosophy itself, often speak of completely different things when talking about it. Therefore, learning about different ways of understanding myth as a particular cultural phenomenon and interpreting it is an important subject of this course. Students want to become acquainted with the ways and methods of dealing with religion in a strictly philosophical way, as well as pointing out what the goal of philosophy of religion is, that is, an attempt to give a philosophical answer to the phenomenon of religion itself, to its function and the meaning attached to it in human life, as well as questions about the possibility of proof of God's existence.

Learning Outcomes

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

1. Describe the basic labels of myth as a particular cultural phenomenon
2. Distinguish between different methods and approaches in the interpretation of myth
3. Explain the significance of the myth and its impact to this day
4. Distinguish between forms of cognitive approach to religion (philosophical and theological approaches)
5. Apply methods of strictly philosophical dealing with the phenomenon of religion
6. Distinguish and explain the different ways and types of possible evidence of God's (non) existence

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

1 ECTS Seminarski rad [EN]

1.5
ECTS Usmeni ispit [EN]

3 ECTS

Week by Week Schedule

1. Introductory lecture: explaining of terms such as myth, mythology, religion and religiosity, God and divinity.
2. Sacred and profane: religion and faith - myth - superstition - experience of the transcendent in general.
SEMINAR: reading and interpreting of relevant texts
3. Approaches to myth: recognition of myth, mythic understanding of world and analysis of myths.
SEMINAR: reading and interpretation of a relevant texts.
4. The beginnings of philosophy: from mythos to logos. Philosophy as a critique of mythology and the development of scientific thinking.
SEMINAR: reading and interpretation of relevant texts.
5. Mythical thinking: myth as a potential religion, the functioning of myths, the internal structure of myth. Myth and culture.
SEMINAR: reading and interpretation of relevant texts.
6. Philosophy of mythology: conditions of philosophy, determinants and representatives of adjudication and apology of mythology. The consequences of the two approaches.
SEMINAR: reading and interpretation of relevant texts.
7. Cassirer's philosophy of myth: philosophical theory of culture as a background for myth exploration, myth as a basic symbolic form, and the meaning of myth for human consciousness.
SEMINAR: reading and interpretation of relevant texts.
8. B. Malinowski's myth theory: functionalist myth theory, the purpose of myth in a particular culture. Myth and Rite.
SEMINAR: reading and interpretation of relevant texts.
9. Philosophy and political myths: the role of myth in the social context, the task of philosophy in relation to political myth. Some challenges of Cassirer's concept of political myth analysis.
SEMINAR: reading and interpretation of relevant texts.
10. Philosophy of religion: the cognitive context of discourse on transcendence, the postulations of God in philosophy.
SEMINAR: reading and interpretation of relevant texts.
11. Philosophical notion of God and religious belief. Religious philosophy and critique of religion.
SEMINAR: reading and interpretation of relevant texts.
12. Philosophical approaches to the definition of religion. The meaning of talking about God: the evidence of God and their critique.
SEMINAR: reading and interpretation of relevant texts.

13. The fundamental questions of Theodicea: God and the problem of evil, answers on the problem of evil and critically reflect on such attempts.
SEMINAR: reading and interpretation of relevant texts.
14. Philosophy of myth and religion among Croatian philosophers and scientists. Critique of religion and dialogue with the religious.
SEMINAR: reading and interpretation of relevant texts.
15. Final lecture: highlighting essential points from the fundamental issues of the philosophy of myth and religion, and encouraging further reflection in the spirit of openness and cooperation.

Literature



Ernst Cassirer (1978).
Ogled o čovjeku. Uvod u filozofiju ljudske prirode, Naprijed



Brian Davies (1998).
Uvod u filozofiju religije, Hrvatski studiji

Additional Literature



Milivoj Solar (2008).
Edipova braća i sinovi, Golden Marketing



Peter Fischer (2010).
Filozofija religije, Naklada Breza

Similar Courses

- » Filozofija religije, Oxford
- » Filozofija o Bogu (Teodiceja), Oxford

Political philosophy

201514



Lecturer



izv. prof. dr. sc.
Sandro Skansi

ECTS Credits 3.0

English Level L3

E-learning Level L3 (20%)

Study Hours 30

Grading

The student's overall work during the class, participation in discussions, examination, reading and interpretation of compulsory and supplementary literature, as well as demonstrated knowledge in the oral exam are evaluated. The final grade is derived from participation in class work, evaluation from the essay, reading of original works and oral examination.

Course Description

Studying the basic concepts, directions and representatives of the philosophy of politics.

Training students to interpret and critically evaluate the problems of political philosophy.

Developing analytical and synthetic skills in defining and solving policy issues.

Learning Outcomes

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

1. Define important philosophical and political concepts.
2. Compare points of view and arguments.
3. Analyze theses and points of view.
4. Evaluate theses and views offered
5. Conclude on the settings for and against certain political views.
6. Explain preferences for and against particular political views.

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Communication Studies

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Istraživanje [EN]

1
ECTS Usmeni ispit [EN]

3
ECTS

Week by Week Schedule

1. An introduction to philosophy of politics, a list of literature, and student obligations.
2. Basic concepts, topics and questions of philosophy of politics.
3. The political community and the determination of the state.
4. Plato's founding of philosophy of politics.
5. Aristotle's Practical Philosophy and the Connection between Ethics and Politics
6. The division and cyclical theories of state constitutions, changes and causes of upheaval, the right to resist
7. Appearance and Being in Politics, Machiavellianism and Anti-Machiavellianism
8. Ruler traits, political success, Republicanism, and civic virtues.
9. From Leviathan to the Theories of Eternal Peace
10. Draft Country Science and Philosophy of World History.
11. Liberal Political Theories from Locke to Rawls
12. Theories of deliberative and cosmopolitan democracy
13. The crisis and directions of contemporary political philosophy
14. Normative philosophy of politics and the rehabilitation of practical philosophy.
15. Politics as a science and as a calling

Literature



Aristotel (1992).
Politika, Hrvatska
sveučilišna naklada,
Zagreb



Niccolò Machiavelli
(1985). *Vladar*, Globus,
Zagreb



Thomas Hobbes (2004).
Levijatan, Naklada
Jesenski i Turk, Zagreb



Immanuel Kant (2000).
K vječnom miru.
Pravno-politički spisi,
Politička kultura,
Zagreb



Georg Wilhelm
Friedrich Hegel (1989).
*Osnovne crte filozofije
prava. Običajnost §§
142-360*, Veselin
Masleša / Svjetlost,
Sarajevo



Max Weber (1999).
Vlast i politika, Jesenski
i Turk, Hrvatsko
sociološko društvo,
Zagreb



John Rawls (2000).
Politički liberalizam,
Kruzak, Zagreb



Hannah Arendt (1991).
Vita activa, August
Cesarec, Zagreb

Additional Literature



Platon (1977).
*Državnik, Sedmo
pismo*, Fakultet
političkih nauka,
Zagreb



Marko Tuliје Ciceron
(1995). *Libri politici.*
Država, Demetra,
Zagreb



Aurelije Augustin (1982). *O Državi Božjoj* 1-3, Kršćanska sadašnjost, Zagreb



Toma Akvinski (1990). *Država (Što je politika, O vladavini)*, Globus, Zagreb



Toma Akvinski (2005). *Izabrano djelo*, Globus, Zagreb



Niccolo Machiavelli (1985). *Rasprave o prvoj dekadi Tita Livija. Izabrano djelo*, Globus, Zagreb



Thomas More (2003). *Utopija*, Globus, Zagreb



John Locke (2013). *Dvije rasprave o vladi*, Naklada Jurčić, Zagreb



Baruch Spinoza (2006). *Politički traktat*, Latina et Graeca, Zagreb



Jean-Jacques Rousseau (2012). *Društveni ugovor*, Feniks knjiga, Zagreb



Johann Gottlieb Fichte (1979). *Zatvorena trgovačka država*, Nolit, Beograd



Alexis de Tocqueville (1995). *O demokraciji u Americi*, Informator, Zagreb



Jacques Maritain (1992). *Čovjek i država*, Globus / Školska knjiga, Zagreb



John Stuart Mill (1989). *Razmatranja o predstavničkoj vladavini*, Informator, Zagreb



John Dewey (2004). *Liberalizam i društvena akcija*, Kruzak, Zagreb



Carl Schmitt (2007). *Politički spisi*, Politička kultura, Zagreb



Joachim Ritter (1987). *Metafizika i politika*, Informator, Zagreb

Similar Courses

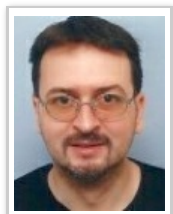
» Philosophy and Politics, Oxford

Popular culture and its influence on society during the second half of the 20th century

284991



Lecturer



prof. dr. sc.
Mladen
Tomorad

ECTS Credits 4.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

Obligatory class
attendance, Research 50
% Seminar essays 50 %

Course Description

The aim of this course is to review of the influence of the popular culture (film, pop and rock music, literature).

Knowledge of the most important facts related with the development of the popular culture during the second half of the 20th century.

Learning Outcomes

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

1. Review the most important events related with the development of the popular culture during the second half of the 20th century
2. Review of the most important music and film genres and their influence of culture and society during the second half of the 20th century
3. Describe music and films analog and film footage
4. Use of the modern terminology and chronology
5. Describe the importance of the social changes made by influence of music during the second half of the 20th century
6. Identify cause - consequence relations related with the most important historical events and themes during the second half of the 20th century

Study Programme Learning Outcomes

Dual-major studies

History

History

Forms of Teaching

- » Predavanja
- » lectures

Week by Week Schedule

1. Rock 'n' roll and its influence on the life of young people during the 1950's and early 1960's

2. Film: "American graffiti"
3. Popular music of the 1950's and early 1960's part 1
4. Popular music of the 1950's and early 1960's part 2
5. Hippy movement of the 1960's and early 1970's
6. Music of 1970's (blues, pop, r 'n' b, funk, hard rock, glam rock, folk, country rock, punk, alternative music, disco music) part 2
7. Music of 1970's (blues, pop, r 'n' b, funk, hard rock, glam rock, folk, country rock, punk, alternative music, disco music) part 2
8. Music of 1980s (heavy metal, hard rock, alternative rock, new wave, new romantics, dance music, pop music, rap glazba) part 1
9. Music of 1980s (heavy metal, hard rock, alternative rock, new wave, new romantics, dance music, pop music, rap glazba) part 2
10. Film: "Forest Gump" part 1
11. Film: "Forest Gump" part 2
12. Music of 1990s (trance, alternative music, rock music, grunge, dance music, pop music, rap music)
13. Going out, entertainment, alcohol, drugs, sex revolution, clubs, concerts
14. Pop and rock music in Yugoslavia and Croatia from 1970s to the end of 1990s (entertainment, magazines, clubs, concerts ...)
15. Film as entertainment. Movie theaters, tickets, popular movies, multiplex cinemas.

Literature



Tomorad, Mladen (2017). *Utjecaj popularne i rock kulture na društvo druge polovice 20. stoljeća.*, Zagreb: Hrvatski studiji



Grenville, J. A. S. (2000). *The history of the 20th century*, Harvard

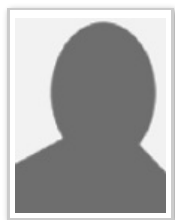
Similar Courses

» Povijest 20. stoljeća, Oxford

Population and Financial System

253115

Lecturer



doc. dr. sc.
Goran Radoš

ECTS Credits	3.0

English Level L0

E-learning Level L1

Study Hours

Study Hours	Frequency
15	15
15	15

Course Description

The aim of this course is to develop a deeper understanding of the fundamentals, functions, market position and instrument of financial markets and institutions. Particular accent of this course is on the role households in financial system, as well as, impact of demographic changes, financial exclusion and specific characteristic of retail products and services of financial institutions and markets. Students are learning theory, key skills and knowledge in business conduct of financial institutions and financial markets. Students are accepting expert knowledge for understanding and creating financial products and services of banks and institutional investors, especially for households sector. Financial sector is analysed in the context of contemporary market, technological and demographic changes to which it is exposed to. The course is also dealing with the topics such as financial crisis, consumer protection in financial services and challenges of ageing society for financial sector.

Learning Outcomes

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

1. Explain functioning of financial sector in order to evaluate conditions in financial sector and to make financial decisions
2. Explain surroundings and events in financial sector and make savings and investment decisions.
3. Explain functioning of financial markets from the perspective of service provider as well as consumer.
4. Explain system, procedures and instruments of payment system
5. Evaluate and analyse Croatian financial and banking sector.
6. Explain changes in contemporary financial sector and challenges of aging society to business conduct of financial institutions and markets
7. Explain impact of financial sector on financial exclusion, financial crisis and the importance of adequate consumer protection.

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Demonstrate the ability for scientific conceptualization of the topic and write and present scientific papers.

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Grading

Fieldwork will be conducted in a form expert lectures and visits to Croatian National Bank and/or some other financial institution.

Develop knowledge about the demographic conditionality of the overall development and demonstrate its importance for Croatia by understanding the emigrant potential.

Interpret data on Croatian and global population and emigration

Dual-major studies

Screening of student's work

0.5
ECTS Pohadanje nastave [EN]

0.5
ECTS Kolokviji [EN]

0.5
ECTS Pismeni ispit [EN]

0.5
ECTS Referat [EN]

0.5
ECTS Seminarski rad [EN]

0.5
ECTS Projekt [EN]

3 ECTS

Week by Week Schedule

1. Introduction. Basic information about the course. Syllabus. Instructions about exam and conduct of seminar classes.
2. Financial system. Direct financing and financial intermediation. Supply and demand on financial market. Regulation in financial sector.
3. Financial assets and financial instruments. Structure of sources of funds and assets of institutional sectors. Analysis of the structure of assets and liabilities of households. Croatian emigration and sources of financing of Croatian financial sector.
4. Definition and structure of financial institutions. Categorisation of financial institutions. Types of financial institutions. Central banking – characteristics and functions.
5. Banks - definition and explanation. Traditional and modern full-service bank. Traditional banking activities. Comparative analysis of banking markets.
6. Nonbank Financial Institutions. Savings depository institutions. Insurance companies and pension funds. Mutual Fund Industry. Finance companies. Government sponsored enterprises.
7. Financial Markets – explanation, structure and economic functions. Primary and secondary market. Stock Exchange and Over-the-counter (OTC) market. Money Markets and Capital Market. Foreign Exchange Market. Special characteristics of Mortgage markets. Government debt market.
8. Individual investors' investment process. Investors' preferences and risk tolerance. Investors' life cycle. First Midterm.
9. Financial exclusion. Impact of demographic changes on financial system. Pension system reform. Private financing of health care. Financing of long-term care.
10. Croatian financial system. Development, characteristics and structure of Croatian financial system. Banking and non-banking financial institutions. Financial markets. Comparison with developed financial systems.

11. Retail banking products. Loans and deposit activities. Non-interest activities.
12. Domestic and international payment system. System, types and payment instruments. EU payment system.
13. Financial products of voluntary pension savings. Types of personal insurance products. Annuities and reverse mortgage.
14. Consumer protection in financial sector. Deposits guarantee schemes and other guarantee schemes in financial sector. Causes and the impact of financial crisis.
15. Final lecture. Exam and second Midterm.

Literature



Leko, V., Stojanović, A. (2019). *Financijske institucije i tržišta*, Ekonomski fakultet, Zagreb



Mishkin, F.S., Eakins, S.G. (2005). *Financijska tržišta + institucije*, MATE, Zagreb



Saunders, A., Cornett, M.M. (2006). *Financijska tržišta i institucije*, Masmedia, Zagreb

Population, Migrations, and National Security

253140



Lecturer



doc. dr. sc.
Jadranka
Polović

ECTS Credits 4.0

English Level L0

E-learning Level L1

Study Hours

30

30

Teaching Assistant
dr. sc. Joško Badžim

Grading

Regular attendance at
classes, passed
colloquium, discussion in
class and independent
preparation of a research
assignment.

Course Description

To develop students' knowledge of the subject of consideration within the framework of the theoretical understanding of population and migration as

national security issues

Train students to differentiate and understand the meaning of adjacent scientific areas, fields, branches and disciplines, as well as multidisciplinary

subject interest

To acquaint students with the meaning of migration in spatial processes, relationships and security issues

Train students in discovering, recognizing and defining migration and security terms, categories and legality

To train students for independent scientific research related to the relationship between migration and national security

Train students to apply standard and special methods and techniques in migration and national security research

To explain to students the specifics of branch methodologies and spatial, social and security reflections of population and migration

To acquaint students with the development of the global and Croatian migration space and security in them

To develop students' application of migration and security projection methods and spatial models

To explain to the students the conditionality of migration on the security of the Croatian and global geographical space and society

Train students to understand, clarify and predict future migration and security issues, movements,

conditioning and consequences

To develop students' awareness of the threat to fundamental national systems in society and space caused by migration

Learning Outcomes

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

1. Develop students' knowledge of the subject of consideration within the framework of the theoretical understanding of population and migration as a national security issue
2. Distinguish the meaning of adjacent scientific areas, fields, branches and disciplines and the multidisciplinary of the subject interest
3. Develop students' awareness of the threat to fundamental national systems in society and space caused by migration
4. Explain the specifics of branch methodologies and spatial, social and security reflections of population and migration
5. Explain migration's conditioning on the security of the Croatian and global geographical space and society

6. Develop the ability to apply migration and security projection methods and spatial models

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Demonstrate the ability for scientific conceptualization of the topic and write and present scientific papers.

Illustrate the need for scientific studies on demographic and immigration issues

Use statistical, quantitative, graphic and geographic software packages

Explain the gravity of the problem of today's level of demographic negativity and emigrants' separation from their home country

Propose political and legal solutions based on scientific research of demographic and emigrant content

Carry out analytical and scientific procedures of forecasting and modeling the future

Develop cognitive and operational skills for conducting research essential for development concepts and homeland security

Dual-major studies

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Kolokviji [EN]

¹
ECTS Seminarski rad [EN]

¹
ECTS Usmeni ispit [EN]

4
ECTS

Week by Week Schedule

1. 1. Geographical, demographic and security migration theoretical concept
2. 2. Scientific divisions and approaches and the position of geopolitics and demography in the scientific system
3. 3. Spatial factors in repeated migrations
4. 4. Space as the primary cause of modern wars and wars throughout history
5. 5. Global migration and national security
6. 6. Regional migrations and national security
7. 7. Basic causes and security consequences of population relocation
8. 8. The primary conditioning of migration on national security.
9. 9. Geostrategic and geopolitical relations
10. 10. Space, population, borders, migration, national security
11. 11. New national migration and security strategies

12. 12. Space as the basis of identity and migration as a security threat
13. 13. Geopolitical and geostrategic significance of migration for national security
14. 14. Global systems, security frameworks and spatial mobility
15. 15. Croatia's migration future and national security

Literature



Bourbeau, P. (2017). *Handbook on Migration and Security*, Edward Elgar Pub



Cvrtila, V. (2004). *Politička geografija i geopolitika*, Fakultet političkih znanosti



Guild, E. (2009). *Security and Migration in the 21st Century*, Polity Press

Additional Literature



Bello, V. (2017). *International Migration and International Security: Why Prejudice Is a Global Security Threat*, Routledge



Šterc, S. (2015). *Geografski i demogeografski identitet*, Sveučilišna tiskara, Zagreb



Šterc, S. Komušanac, M. (2014). *Prostor kao temelj identiteta u nadgradnji*, Mostariensia



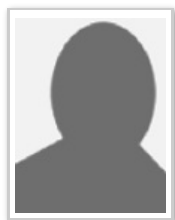
Šterc, S.; Brekalo, M. (2016). *Imigracija stanovništva-utopijska (sigurnosna) varijanta demografske revitalizacije Europe, Identitetikulture-jezici, Europa u mijeni: progon i egzodus kao univerzalni problem*



Weiner, M., Russell, S.S. (2001). *Demography and National Security*, Berghahn Books

Practical Counselling and Helping Skills 173685

Lecturer



doc. dr. sc.
Jelena Maričić

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

Grading

The student is required to regularly attend classes, actively participate in role-play exercises as both counsellor and client, submit a written counselling email in response to a simulated "client" inquiry (with a minimum score threshold defined for each grade), and complete a short written examination (with minimum score requirements established for each grade).

Course Description

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

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
6. Identify personal boundaries in ability to provide profesional help to clients

Study Programme Learning Outcomes

Psychology

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
ECTS Pismeni ispit [EN]

2
ECTS Praktični rad [EN]

3
ECTS

Forms of Teaching

» 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 and low-self-compassion
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. Strategies to prevent burn-out, an oral evaluation of the course and conversation about impact of the course on the development of students individually

Literature



Obveznu literaturu čine letci vezani uz svaku temu, koje je na temelju literature oblikovala izvoditeljica kolegija

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
- » Vještine psihologijskog testiranja i klinički intervju, Oxford

Practical Exercises in the Methodology of Teaching [Croatian Language] 239806

Lecturer



prof. dr. sc.
Davor Piskač

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	15 30

Teaching Assistant
Josip Periša, mag. educ.
philol. croat.

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

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

Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Critically relate to mastered content and argue your conclusions in written and oral form

Describe, recognize and apply the fundamental stylistic features of the text

Croatology

Grading

Students are valued for: regular attendance of classes participation in discussions and analysis of the lessons held preparation of teaching units held at least two teaching units design and organization of the workshop creation of several forms of written knowledge tests and questionnaires

History

Sociology

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.
3. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

4. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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13. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
14. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

Literature



Nastavni plan i program iz 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 [History] 144736

Lecturer



izv. prof. dr. sc.
Rona Bušljeta
Kardum

Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of History by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

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

Study Programme Learning Outcomes

Dual-major studies

Croatology

History

History

Sociology

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
15
30

Grading

Every student will be monitored individually as the groups are small (maximum 10 students). Monitoring the lesson plans, teaching performance, and written assignments will enable the insight into the student's obtainment of knowledge of theoretical bases of the courses from the pedagogy module, but also the command of professional subject-matter knowledge. The students will be able to apply the competences acquired on this course during obligatory attendance at observation/demonstration classes in elementary i.e. secondary schools.



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.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Seminarski rad [EN]

²
ECTS Praktični rad [EN]

5
ECTS

Forms of Teaching

» Seminar

» The students are required to draw up in writing two lesson plans, a workshop plan, the operational teaching plan, the professional development plan, the class teaching plan, a parental meeting plan, several exam forms, and a questionnaire for evaluation.

» Vježbe u praktikumu

» Teaching two lessons and holding a workshop.

» Metodičke vježbe

» Teaching two lessons and holding a workshop.

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 professor's instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks.
2. Practical application of theoretical bases learned in the Teaching Methodology course during 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 plan for elementary and/or secondary school, and individual Exam catalogues in case of secondary school.
3. Pointing out the importance of permanent professional development of teachers through designing the Professional Development Plan and reference to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature.

4. Practical application of the knowledge on planning and teaching lessons with the help of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
5. 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 field of social sciences and humanities).
6. 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, Exam questions catalogues, and officially approved textbooks.
7. The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching.
8. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.
9. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.
10. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.
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13. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.
14. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.
15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.

Literature



(2011). *Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje*, Ministarstvo znanosti, obrazovanja i športa RH



Ispitni katalog iz povijesti



Katalog odobrenih udžbenika za određenu školsku godinu

Similar Courses

- » Nastavno-pedagoška praksa, Oxford

Practical Exercises in the Methodology of Teaching [Latin Language and Literature] 144744

Lecturer



prof. dr. sc.
Šime Demo

ECTS Credits 5.0

English Level L1

E-learning Level L2 (10%)

Study Hours
15
30

Grading

Students are regularly evaluated for attending lectures and participating in debates (1 ECTS), Creation of the Operational Curriculum and Professional Development Plan (1ECTS), Preparation of two lessons, and teaching two units of 45 minutes (2 ECTS), designing and organizing one workshop, and producing multiple forms of written tests and a questionnaire survey (1 ECTS).

Course Description

The primary goal of the course is to practically prepare students for work in primary and secondary schools. It is expected that students will apply the knowledge gained from Pedagogy, Didactics, and Methodology (of teaching Latin language and literature) by independently conducting teaching sessions. The aim is for students to master basic teaching methods and forms, utilizing modern media, and to increasingly apply independent student work as a teaching form through the design of creative workshops.

Practical application of the theoretical foundations from the Methodology of Subject Teaching involves the development of the Annual Implemented Curriculum. This includes creating a program based on the calendar for the upcoming school year, in accordance with the Curriculum and Program for Latin Language in Secondary Schools, the National Curriculum, and the Latin Language Exam Catalog. Emphasis is placed on the importance of teachers' professional development through the creation of a Professional Development Plan, referencing the websites of the Agency for Education, the Ministry of Science, Education, and Sports, and pedagogical literature by both domestic and foreign authors. Given the importance of consolidating material in teaching and the introduction of the State Matura exam, the course requires the creation of various forms of written assessments based on the Curriculum and Program, Latin language textbooks, and the Latin Language Exam Catalog.

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

Study Programme Learning Outcomes

Croatian Latinity

defend personal scientific insights and positions in concrete cases rationally and by providing valid arguments
define and describe the disciplines of contemporary literature. linguistics and ancillary sciences of history. history of their development and central problems

Generic competencies

conceptually clearly present diverse information and positions. and critically evaluate the credibility of claims. assumptions and arguments presented through various media
constructively encourage further development of Croatian Latinity as an occupation based on the principles of scientific rationality. international recognisability. scientific excellence and integrity
apply different methods to explain. comment and interpret all literary scientific works written in Latin or Croatian language
resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view
use the professional terminology accepted in fields and professions of contemporary linguistics and science of literature

Dual-major studies

Operate with pedagogical documentation related to the performance and records of teaching as well as other documentation related to the complete work of the school.
Design of didactic content: planning, performing and evaluation of teaching
Apply different methodical principles and procedures in planning, conducting and evaluating teaching

Croatian Latinity

Constructively encourage and promote the development of knowledge of Croatian Latinity based on the principles of scientific rationality, international recognition, and scientific excellence
Critically consider various descriptive and normative beliefs and attitudes about human nature and position in the world
Recognize and interpret the interdisciplinary nature of historical research, connecting its individual segments with corresponding segments of other humanities and social sciences
Promote and defend the fundamental ideas and principles on which modern democratic societies rest
Think interdisciplinary and respect different scientific methodologies and views on specific issues and problems
- EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science
Clearly and innovatively present complex academic and non-academic contents in written and oral form

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.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Usmeni ispit [EN]

²
ECTS Praktični rad [EN]

5
ECTS

Forms of Teaching

» Seminar

» making yearly lecture plan and other written assignments

» Metodičke vježbe

» prepare and teach in front of colleagues and actively participate as a listener in teaching of other colleagues, critically think about the teaching process

Week by Week Schedule

1. Introductory class; distribution of assignments.
2. Presentation of an essay from the field of teaching Latin literature based on classical philological didactic literature.
3. Presentation of an essay from the field of teaching Latin language based on classical philological didactic literature.
4. Conducting the first demonstration class (group 1).
5. Conducting the first demonstration class (group 2).
6. Presentation of the Annual Implementation Curriculum (group 1).
7. Presentation of the Annual Implementation Curriculum (group 2).
8. In accordance with the requirements of modern didactics and methodology, where the importance of devoting more attention to students' independent work is emphasized, students will have the task of conceiving and organizing a creative workshop on a selected topic, taking into account the prescribed content from the Latin language.
9. Presentation of an essay on an interdisciplinary topic of choice.
10. Presentation of the use of a digital didactic tool (group 1).
11. Presentation of the use of a digital didactic tool (group 2).
12. Presentation of a written exam.
13. Conducting the second demonstration class (group 1).

14. Conducting the second demonstration class (group 1).
15. Final discussion.

Literature



*Nastavni plan i
program iz latinskog
jezika*



*Ispitni katalog iz
latinskog jezika*



*Katalog odobrenih
udžbenika za određenu
školsku godinu*



ministrice znanosti i
obrazovanja (2019).
*Kurikulum za nastavni
predmet Latinski jezik*

Similar Courses

- » Metodika nastave klasičnih jezika I i II, Oxford

Practical Exercises in the Methodology of Teaching [Philosophy] 144734

Lecturer



doc. dr. sc.
Marjan Ninčević

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

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.

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.

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.

Study Programme Learning Outcomes

Dual-major studies

Philosophy

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.

Screening of student's work

1
ECTS Pohađanje nastave [EN]

2
ECTS Seminarski rad [EN]

2
ECTS Praktični rad [EN]

5
ECTS

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

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks.

Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for philosophy, ethics and logic, and individual Exam catalogues for philosophy, ethics and logic for secondary schools.

Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature.

In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities).

The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan.

The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting.

Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for philosophy, ethics and logic, and Exam questions catalogues.

The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.

2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
3. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

4. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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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 [Psychology]

Lecturer



Jelena Flego,
pred.

ECTS Credits	5.0

English Level L1

E-learning Level L1

Study Hours

15

30

Grading

Students will be evaluated during the semester.

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

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

Study Programme Learning Outcomes

Psychology

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.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

operational teaching plan and a professional development

4 plan, planning and teaching lessons, planing and organizing a
ECTS workshop, a written exam, and a questionnaire for getting
feedback on their teaching

⁵
ECTS

Forms of Teaching

» Seminar

» Students are required to write a lesson teaching plan, a workshop plan, the operational teaching plan, a professional development plan, a written exam, and a questionnaire for getting feedback on their teaching.

» Metodičke vježbe

» teaching lessons and organizing a workshop for 45 minutes each

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 design the operational teaching plan, according to the calendar for the coming school year, based on the curriculum of the subject, Teaching plans for psychology, and 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 websites of the Education and Teacher Training Agency, Ministry of science and education, 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 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.

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 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.
3. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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6. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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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 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



izv. prof. dr. sc.
Katarina Dadić

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

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.

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

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

Study Programme Learning Outcomes

Dual-major studies

Croatology

History

Sociology

- Recognize the elements of cultural/collective memory
- Modify the explanations and basic terminology of sociological tradition to target population
- Apply knowledge of sociological theories in managing conflict

situations

Compare different theoretical traditions in sociology

Sociology

Recognize the elements of cultural/collective memory

Apply knowledge of sociological theories in managing conflict situations

Compare different theoretical traditions in sociology

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.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Seminarski rad [EN]

¹
ECTS Projekt [EN]

²
ECTS Praktični rad [EN]

⁵
ECTS

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.
3. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

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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 sociologije*



*Ispitni katalog iz
sociologije*



*Katalog odobrenih
udžbenika za određenu
školsku godinu*

Similar Courses

» Teacher education social sciences, Oxford

Practice - research methods of mass communication

144890

Lecturer



Iva Černja
Rajter,
nasl. doc. dr.
SC,

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.

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

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Show the application of theoretical knowledge of communication

ECTS Credits	3.0

English Level L2

E-learning Level L1

Study Hours

15

30

Grading

40% written exam, 40% research (research report), 20% attendance

studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Develop oral and written communication skills

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

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

Screening of student's work

0
ECTS Pohađanje nastave [EN]

1
ECTS Pismeni ispit [EN]

2
ECTS Praktični rad [EN]

3
ECTS

Forms of Teaching

- » Seminar
 - » Seminar classes prepares students for understanding methods for scientific research of mass communication.
- » Vježbe u praktikumu
 - » Practicum educates and prepares students for the proper use of methods for scientific research of mass communication.

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.



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, Ninth Edition.* Boston: Wadsworth, Cengage Learning, chapters 6,7

Additional Literature



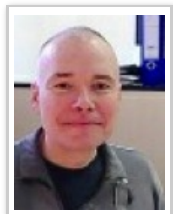
*Gunter, Barrie (2002)
"The quantitative
research process" In
Klaus Bruhn Jensen (ed.)
A Handbook of Media and
Communication
Research. Qualitative and
Quantitative
Methodologies*

Similar Courses

- » Metode istraživanja medijskog teksta, Oxford
- » Metode istraživanja masovnih publika, Oxford

Prejudice and Discrimination Prevention 255071

Lecturer



prof. dr. sc.
Renato Matic

ECTS Credits	4.0

English Level L1

E-learning Level L1

Study Hours

15

30

Course Description

The objective of the course is to prepare students for recognizing and understanding social activities and circumstances that result in prejudice and discrimination, as well as for autonomously recognizing the process of institutionalizing both prejudice and the social framework within which discrimination with time becomes an acceptable and desirable social activity. Learning skills include recognizing, preventing and combating prejudice, discrimination and hate crime.

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

Study Programme Learning Outcomes

Sociology

Recognize the generators of conflicts in contemporary society
Apply knowledge of sociological theories in managing conflict situations

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

Forms of Teaching

- » Predavanja
 - » 30 hours
- » Seminar
 - » 15 hours

Week by Week Schedule

1. Introduction to syllabus
2. Introductory discussion of the basic concepts 1: stereotypes
3. Introductory discussion of the basic concepts 2: prejudice, stigmatization,
4. Introductory discussion of the basic concepts 3: discrimination, hate crime, genocide
5. Social phenomena, and circumstances which enable prejudice, stigmatization, discrimination, hate crime, genocide
6. Introduction into actual examples of discrimination and hate crime
7. Ideology as the driver of prejudice, discrimination, hate crime and genocide
8. Phenomenon of Holocaust and Nazi state as a complete negation of humanity and human rights
9. Recognition of prejudice, discrimination and hate crime
10. Workshop 1: playing roles of people who are victims of discrimination and hate crime
11. Workshop 2: playing roles of people who are victims of discrimination and hate crime
12. Discussion 1: social possibilities to combat and overcome prejudice and discrimination
13. Discussion 2: social possibilities to combat and overcome prejudice and discrimination
14. Seminar presentations
15. Seminar presentations

Literature



Aronson, E.; Wilson, D.T.; Akert, M.R. (2005) *Socijalna psihologija / Predrasude: kako nastaju i kako ih smanjiti* (414 – 454), MATE, Zagreb



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



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



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



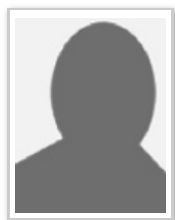
Goffman, E. (1974) *Stigma. Notes on the Management of Spoiled Identity*. NY: Jason Aronson, Inc

Preparation of prevention programs

214005



Lecturer



izv. prof. dr. sc.
Lovorka
Brajković

Course Description

Enable students to define and differentiate theoretical approaches to prevention in the local community.

Introduce students to the process of developing prevention programs, look at the role of the local community, and other factors that affect the negative development outcomes.

To show students the prevention programs that are applied in Croatia and the world and to explain the importance of cooperation between the educational, health and penological systems and the social welfare system.

Include quantitative and qualitative methodology used in measuring the effectiveness, evaluation, and evaluation of the justification of prevention programs.

Work on the design of the original prevention program, from the analysis of relevant literature, through the development of a logical matrix to the planning and evaluation of the implementation of the prevention program and critically analyze its sustainability.

Apply the acquired knowledge in the design of the original project proposal in the field of prevention through seminar papers in small groups.

Learning Outcomes

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

1. Evaluate different theories, paradigms, and methodological approaches in psychology when planning assessment and interventions with individuals, groups, and organizations.
2. Critically evaluate professional and scientific literature in psychology and related disciplines and create new scientific knowledge about prevention science.
3. Select appropriate research methods and strategies for interventions in accordance with the characteristics of members of different social groups and cultures and the specifics of their environmental and social context.
4. Assess theoretical concepts and scientific knowledge in creating interventions and programs that will improve the living conditions and development of individuals, families, organizations, and communities.

ECTS Credits 3.0

English Level L1

E-learning Level L1 (10%)

Study Hours 30

Teaching Assistant
Katarina Jelić, mag. psych.

Grading

Conditions for taking the course include: signature of the teacher as proof of regular attendance (up to 3 absences); developed, presented and positively evaluated project task and oral individual discussion about the project, with emphasis on critical evaluation and connection with theoretical and methodological knowledge. The grade of the written project proposal with the presentation in the group is a maximum of 70% of the total grade from the course, and the remaining 30% of the grade is the outcome of an oral discussion of the project task, which will evaluate different levels of knowledge acquisition and cognitive processes.

5. Analyze and, in the context of European and / or world research on the subject, interpret and evaluate the findings of identical psychological research conducted in Croatia.

Study Programme Learning Outcomes

Psychology

Screening of student's work

0
ECTS Pohađanje nastave [EN]

1
ECTS Usmeni ispit [EN]

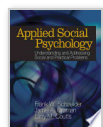
2
ECTS Projekt [EN]

3
ECTS

Week by Week Schedule

1. Introduction: defining prevention science
2. Theoretical approaches to prevention science - an interdisciplinary view
3. Psychology in prevention science - ecological theory
4. The role of various protective and risk factors in prevention
5. Comparison and analysis of different prevention programs
6. Demonstration of effective prevention programs
7. Quantitative and qualitative methods of measuring the effectiveness of prevention programs
8. Needs assessment and analysis of relevant literature
9. Methodology for developing a specific prevention program
10. Creating a logical matrix, defining goals and expected outcomes
11. Planning and development of a specific prevention program
12. Implementation and evaluation of a specific prevention program
13. Sustainability and obstacles to implementation - final considerations
14. Student presentations of the project I.
15. Student presentations of the project II.

Literature



Frank W. Schneider,
Jamie A. Gruman, Larry
M. Coutts (2005).
*Applied Social
Psychology*, SAGE



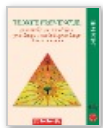
Goran Milas (2005).
*Istraživačke metode u
psihologiji i drugim
društvenim
znanostima*,
Jastrebarsko: Naklada
Slap



Aleksandar Halmi (2005). *Strategije kvalitativnih istraživanja u primijenjenim društvenim znanostima*, Jastrebarsko: Naklada Slap



Ana Havelka Meštrović, Mladen Havelka (2013). *Zdravstvena psihologija*, Jastrebarsko: Naklada Slap



Josipa Bašić (2009). *Teorija prevencije - Prevencija poremećaja u ponašanju i rizičnih ponašanja djece i mladih*, Zagreb: Školska knjiga

Additional Literature



Aleksandar Halmi (2008). *Programi evaluacije i evaluacija istraživanja u društvenim znanostima*, Jastrebarsko: Naklada Slap



Bouillet, D., Bićanić, J., Ivančan, A., Novosel Guszak, D., Rovis Brandić, A. i Sitar, M. (2018). *Socijalnopedagoški mozaik - Razvoj modela potpore učenicima s problemima u ponašanju*, Zagreb: Školska knjiga



Petermann, U. i Petermann, F. (2012). *Trening namijenjen mladeži - Strukturiranje radnog i socijalnog ponašanja*, Jastrebarsko: Naklada Slap

Similar Courses

- » Prevention Strategies for Non-Communicable Diseases (NCDs), Oxford

Production process in the Media

230991

Lecturer



izv. prof. dr. sc.
Ivana Greguric

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.

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

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Develop oral and written communication skills

Professionally apply acquired specialist, theoretical and practical

ECTS Credits	5.0

English Level L0

E-learning Level L1

Study Hours 60

Teaching Assistant
dr. sc. Lana Pavić, nasl.
pred.

Grading

Exercise participation
30%; Task fulfillment 70%.

knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

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
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

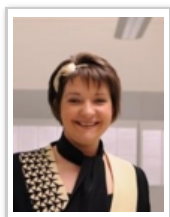


Anderson M. Bonnie
(2010) News Flash:
Journalism,
Infotainment and the
Bottom-Line Business of
Broadcast News

Production Thesis

126008

Teaching Assistants



izv. prof. dr. sc.
Lovorka
Brajković

nasl. izv. prof.
dr. sc.
Petrana Brečić,

izv. prof. dr. sc.
Zrinka Greblo
Jurakić

doc. dr. sc.
Dunja Jurić
Vukelić

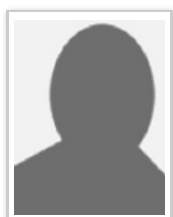


doc. dr. sc.
Vanja Kopilaš

doc. dr. sc.
Jelena Maričić

Igor Marinić,
nasl. doc. dr.
sc.

prof. dr. sc.
Zdravko
Petanjek



Miroslav Rajter,
nasl. izv. prof.
dr. sc.

Iva Šverko,
nasl. prof. dr.
sc.

ECTS Credits 18.0

English Level L0

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.

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).
7. Define basic rules of presenting thesis

Study Programme Learning Outcomes

Psychology

Create basic and/or applied psychological research and construct and metrically evaluate psychological measuring instruments

Critically judge multivariate statistical procedures with regard to their limitations and to the satisfaction of theoretical assumptions in concrete application situations

Evaluate different theories, paradigms and methodological approaches in psychology when planning assessment and interventions with individuals, groups and organizations

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

5 ECTS Pohađanje nastave [EN]

5 ECTS Kolokviji [EN]

3 ECTS Referat [EN]

5 ECTS Usmeni ispit [EN]

18

ECTS

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

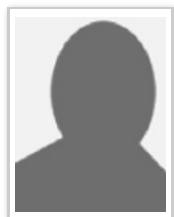


*Mentor je dogovara sa
svakim studentom ovisno
o temi diplomskog rada.*

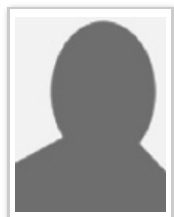
Production Thesis

193872

Teaching Assistants



izv. prof. dr. sc.
Lovorka
Brajković



doc. dr. sc.
Jelena Maričić



izv. prof. dr. sc.
Dario
Vučenović

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours 30

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.

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).

Study Programme Learning Outcomes

Psychology

Create basic and/or applied psychological research and construct and metrically evaluate psychological measuring instruments

Critically judge multivariate statistical procedures with regard to their limitations and to the satisfaction of theoretical assumptions in concrete application situations

Evaluate different theories, paradigms and methodological approaches in psychology when planning assessment and interventions with individuals, groups and organizations

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



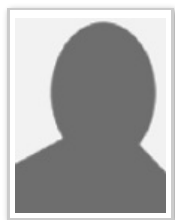
Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.

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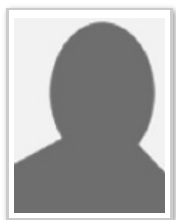


Psychobiosocial Approach to the Treatment and Rehabilitation of People with Mental Health Difficulties

Lecturers



Igor Marinić,
nasl. doc. dr.
sc.



Lana Mužinić
Marinić,
nasl. prof. dr.
sc.

Course Description

The course aims to introduce students to the biopsychosocial approach to the development and treatment of mental disorders. Emphasis will be placed on understanding how biological, psychological, and social factors influence treatment processes and the rehabilitation of individuals with mental disorders. Throughout the course, students will also become familiar with the core principles of community-based care.

Learning Outcomes

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

1. Describe the biopsychosocial model of illness and explain the role of stress in the development of mental disorders.
2. Define the fundamental psychotherapeutic and biological approaches used in their treatment.
3. Recognize how psychosocial factors influence the course and effectiveness of psychopharmacological therapy.
4. Distinguish the definition and importance of rehabilitation for recovery and successful functioning within the community.
5. Explain the psychosocial methods used in the rehabilitation of individuals with mental health disorders.
6. Explain the concept of psychiatry and the role of mobile teams.
7. Describe the impact of stigma and self-stigma.

Study Programme Learning Outcomes

Psychology

Critically evaluate professional and scientific literature from psychology and related disciplines and create new scientific knowledge

Support cooperation in interdisciplinary team work and create constructive professional relationships with experts of collaborating disciplines

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families,

ECTS Credits 3.0

English Level L1

E-learning Level L1 (10%)

Study Hours

15

15

Teaching Assistant
Dora Korać, mag. psych.

Grading

Active participation in class: The professor will assess the student's knowledge and level of participation in class. The maximum grade is 100% (range, 52 to 100%). Students who do not demonstrate sufficient knowledge and an adequate level of active participation, or who disrupt the course of instruction, will receive a grade lower than 52%.

organizations and communities

General Competencies

Explain the biopsychosocial model of illness and explain the role of stress in the development of mental disorders.

Define the fundamental psychotherapeutic and biological approaches used in the treatment of mental disorders.

Identify how psychosocial factors influence the course and effectiveness of psychopharmacological therapy.

Distinguish the definition and importance of rehabilitation for recovery and successful functioning within the community.

Describe the psychosocial methods used in the rehabilitation of individuals with mental health disorders.

Explain the concept of psychiatry and the role of mobile teams.

Describe the impact of stigma and self-stigma.

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

1.5
ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

Week by Week Schedule

1. Introductory lecture: Course syllabus
2. Individual treatment plan and the significance of the psychobiosocial formulation in treatment and rehabilitation planning
3. Psychotherapeutic approaches in the treatment of mental disorders
4. Therapeutic relationship and alliance
5. Basics of the biological approach in the treatment of mental disorders
6. Adherence, expectations, and emotional reactions to psychopharmacological treatment
7. Psychosocial approaches in the treatment of mental disorders
8. Goals and therapeutic procedures of rehabilitation in psychiatry
9. Rehabilitation approach in working with individuals with mood disorders
10. Rehabilitation approach in working with individuals with anxiety disorders
11. Rehabilitation approach in working with individuals with psychotic disorders
12. Rehabilitation approach in working with individuals with substance-related disorders
13. Rehabilitation approach in working with individuals with mental health disorders in older age
14. The role of the psychologist in the rehabilitation team
15. Coping with stress

Literature



Mužinić Marinić L.
(2021). *Psihijatrija u zajednici*, Medicinska naklada



Britvić D, Štrkalj Ivezić S. (2019). *Mentalno zdravlje u zajednici*, Medicinski fakultet Sveučilišta u Splitu

Additional Literature



Begić D. (2022). *Psihijatrija*, Medicinska naklada



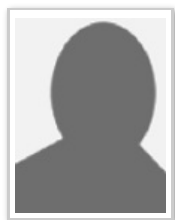
Štrkalj Ivezić S. i sur. (2010). *Rehabilitacija u psihijatriji, Psihobiosocijalni pristup*, Hrvatski liječnički zbor, Psihijatrijska bolnica Vrapče, Udruga „Svitanje“

Psychological Counselling

173598



Lecturer



izv. prof. dr. sc.
Dario
Vučenović

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

Teaching Assistant
Ana Raguž Šutalo, mag.
psych.

Grading

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

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.

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. 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.

Study Programme Learning Outcomes

Psychology

Argue the similarities, differences and usability of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences

Choose models of psychological assessment and counseling in work with individuals, groups and organizations

Support cooperation in interdisciplinary team work and create constructive professional relationships with experts of collaborating disciplines

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities

Self-evaluate responsibility, autonomy and initiative in work

Value the importance of lifelong professional development

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.

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Pismeni ispit [EN]

1
ECTS Usmeni ispit [EN]

4
ECTS

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.
(2007). *Praktične
vještine u psihološkom
savjetovanju i
pomaganju*,
Jastrebarsko: Naklada
Slap



Kozarić Kovačić, D.,
Frančišković, T. (ur.)
(2014). *Crnković, M.,
Buljan Flander, G.
Savjetovanje
(poglavlje) u
Psihoterapijski pravci*,
Medicinska naklada

Psychological Testing Skills and Clinical Interview

188782



Lecturer



izv. prof. dr. sc.
Lovorka
Brajković

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	30

Teaching Assistant
Iva Žegura, nasl. pred.

Grading

Regular attendance (5 credits), classroom activities (5 credits), individual assignments (40 credits), written examination (50 credits). The final grade is calculated by key: 52-63 points - sufficient (2) 64-75 pts - good (3) 76-87 pts - very good (4) 88-100 pts - excellent (5)

Course Description

The main objective of the course is to acquaint and train students to plan and conduct a clinical interview tailored to a particular clinical state and how to use the information obtained through anamnesis and heteroanamnesis, how to set clinical hypotheses and how to plan further clinical assessment procedures based on the data collected. Throughout the course, students will be introduced to the basic tasks of psychological testing and developing the skills of applying psychological tests. Throughout the course, students will be introduced to various psychological instruments and gain knowledge of their use, methods of interpretation, and writing test results. Throughout the course, students will learn how to integrate data obtained through clinical interview and psychological testing.

Learning Outcomes

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

1. Identify and plan the type and structure of the clinical interview
2. Analyze relevant anamnestic and heteroanamnestic data and client behavior
3. Describe the different psychological instruments and describe the benefits and limitations of different psychological instruments
4. Select and apply appropriate psychological instruments
5. Prepare data collected using psychological instruments to write psychological findings
6. Plan a follow-up clinical assessment procedure based on clinical interview data, anamnestic and heteroanamnestic data and observations of client behavior and psychological testing data
7. Plan interview and selection of adequate psychological instruments in accordance with the specificities of different populations of respondents and the specificities of different disorders

Study Programme Learning Outcomes

Psychology

Choose models of psychological assessment and counseling in work with individuals, groups and organizations

Outline the historical development and theoretical approaches in

the different branches of theoretical and applied psychology.
 Choose appropriate research methods and strategies for interventions in accordance with the characteristics of members of different social groups and cultures and the specifics of their environmental and social context
 Assess one's own oral and written professional communication skills and create complex communications and interdisciplinary cooperation in different professional environments
 Assess the compliance of psychological practice with prescribed ethical principles of psychological activity in various areas of theoretical and applied psychology

Screening of student's work

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

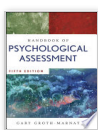
Week by Week Schedule

1. The role of interviews and observations in clinical assessment.
2. Anamnestic and heteroanamnestic data and medical records
3. Types of interviews and determining the structure of interviews
4. Interview specificities for different disorders and age group (children, adolescents, elderly)
5. The specifics of a psychotherapy interview.
6. Interview peculiarities regarding different client populations - mental underdevelopment, clients with neurological impairment
7. Characteristics of Psychological Tests: Reliability, Validity, and Standardization
8. Cognitive assessment tests
9. Memory tests and visuo-constructive tests
10. Objective and projective personality tests
11. Specific tests for depression, anxiety and quality of life
12. Interpretation of testing results
13. Qualitative analysis of data obtained, determination of the relevance of the data and planning of further clinical evaluation
14. Written report based on clinical interviewing and psychological assessment
15. Ethics and law in Croatia

Literature



Hajncl, Ljerka (2018).
Psihološki intervju,
 Naklada Slap



Gary Groth-Marnat
 (2009). *Handbook of
 Psychological
 Assessment*, John Wiley
 & Sons

Similar Courses

» clinical psychology, Oxford

Psychology of Advertising

206651

Course Description

The course will help students to develop general and specific competencies regarding basic advertising knowledge and skills, stressing out digital marketing. Students will also acquire skills on how to plan and evaluate the campaigns using different platforms and tools. The aim of the course will be understanding the target audience's needs, as well as characteristics of products/services, in order to achieve planned results through optimal marketing activities. Students will participate in the creation of ads for different platforms, as well as in the creation of campaigns.

Learning Outcomes

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

1. Define basic psychological principles underlying advertising, consumer protection policies and personal data
2. Explain basic psychological principles underlying the traditional marketing (print, radio, TV)
3. Describe the skills of basic advertising and analytics on Facebook
4. Describe the skills of basic advertising and analytics on Google
5. Define advertising principles regarding newsletters, Twitter, YouTube, podcasts and Instagram
6. Apply the basic skills of campaign creating using different platforms
7. Apply communication and social skills in relationship with clients

Study Programme Learning Outcomes

Psychology

Screening of student's work

1
ECTS Individual task of creating ads

2
ECTS Group tasks of creating a campaign

3
ECTS

Week by Week Schedule

1. Introductory lecture
2. Basic psychological principles of advertising
3. Consumer protection policies, unfair competition and GDPR
4. Psychological basics underlying print, radio and TV advertising
5. Psychological basics underlying Facebook advertising
6. Psychological basics underlying Google advertising (Google AdWords) and analytics (Google Analytics)
7. Digital marketing agency simulation
8. Podcasts, Twitter, Youtube and Instagram
9. Psychological determinants of UX, web, and mobile apps
10. Newsletters and guerilla e-mail marketing

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

30% Individual task of creating ads, 70% group tasks of creating a campaign

11. Creating different psychological advertising strategies (omnichannel)
12. Communication and social skills in relationship with clients
13. Creating the whole campaign for specific existing product
14. Creating the whole campaign for specific new service
15. Closing lecture

Literature



Chaffey, D. i Smith, P.R (2017). *Digital Marketing Excellence. Plannig, Optimizing and Integrating Online Marketing.*, New York: Routledge.



Powers, R. i Chaffey, D. (2012). *Briliant B2B Digital Marketing.*, Smart Insights Marketing Intelligence.



Palmatier, R. i Crecelius, A (2019). *The „first principles“ of marketing strategy.*, AMS Reviews, (9)



Zakon o zaštiti potrošača (Narodne novine, broj 41/14, 110/15, 14/19)



Zakon o provedbi Opće uredbe o zaštiti podataka (Narodne novine, broj 42/18)

Similar Courses

- » Psychology of Advertising, Oxford

Psychology of Mass Media and Mass Communication

64750



COM

CRO

CRO

CRO

CRO

CRO

CRO-S

DEM

HIS

HIS

PHI

PSY

SCI

SCI

SOC

SOC

TEA

Lecturer



izv. prof. dr. sc.
Dario
Vučenović

ECTS Credits 5.0

English Level L0

E-learning Level L1

Study Hours
15
15

Teaching Assistant
Viktorija Trninic, nasl.
doc.

Grading
49% seminar paper; 51%
written exam

Course Description

The aim of this course is to introduce students to the psychological effects and findings of media and mass communication research, with their significance for the development of communication science and emerging social phenomena.

Learning Outcomes

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

1. Define, describe and explain the relationship between psychology and the media and the central problems of this relationship.
2. Apply, classify and distinguish professional terminology.
3. Identify, differentiate, evaluate and critically evaluate media effects on the media audience and society in general.
4. Prepare and conduct scientific research in the field of communication studies (alone or in team) using contemporary scientific methods and write scientific papers in a clear and organized manner.
5. Apply the oral and written communication and presentation skills in Croatian (with a summary of the main conclusions in english).
6. Explain and understand interdisciplinary nature of psychological research

Study Programme Learning Outcomes

Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Describe the points of contact between contemporary communication studies and other social and humanities sciences

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems
 Develop competences in professional and interdisciplinary teamwork

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.

Learning Outcomes - Practical and Generic Skills

The course material will enable students to understand different media formats and technologies, encourage the ability to critically understand and analyze media messages, and encourage the development of media literacy, which will make it easier for students to recognize half-information, disinformation, and possible manipulation in the media space. Likewise, knowledge-based media use can help them to more easily resist the negative impact of media texts, to more easily understand the impact of media texts on emotions, thoughts, behaviors, and relationships, and to understand how the media affects the perception of certain phenomena in society, the formation of youth identities, and to understand the impact of digital dementia on the cognitive functions of media users, and especially the impact of media use on the elderly.

Screening of student's work

3.5
ECTS Pismeni ispit [EN]

1.5
ECTS Seminarski rad [EN]

5 ECTS

Week by Week Schedule

1. Introduction to the course; determining areas and goals of media psychology and mass communication
2. Media psychology research methods
3. Understanding the mass media: connecting emotional and media literacy
4. Psychology of the media: attitudes, conformism and persuasion
5. Psychology of the media: pro-social behaviour and violence
6. Advertising, public relations and marketing strategies
7. Media supervision: law regulations and ethical principles
8. Media in the educational context
9. Digital dementia: media literacy and child developmental psychology
10. Social networks: addiction and mental health problems
11. Cognitive psychology of mass media

12. Mass communication: the role of TV and radio in crisis communication
13. Mass communication: virtual reality and personality disorders
14. Review of research on relationship between mass media and social phenomena
15. Final course: discussion on the contemporary trends in media psychology research

Literature



Turow, J. (2013). *Media Today: Mass Communication in a Converging World.*, New York: Routledge

Additional Literature



Brusić, R., Ciboci, L., Kanižaj, I., Labaš, D., Mališa, J., Marković, N., Osmančević, L., Rovis Brandić, A. i Vučenović, D. (2011). *Komunikacija odgaja- odgoj komunicira: emocionalna i medijska pismenost.*, Zagreb: Pragma



Ciboci, L., Kanižaj, I. i Labaš, D. (2011). *Djeca medija: od marginalizacije do senzacije.*, Zagreb: Matica hrvatska



Spitzer, M. (2018). *Digitalna demencija: kako mi i naša djeca silazimo s uma.*, Zagreb: Naklada Ljevak



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

Similar Courses

- » Uvod u medijske sustave, Oxford

Psychology of Mass Media and Mass Communication

200713



Lecturer



izv. prof. dr. sc.
Dario
Vučenović

Course Description

The aim of this course is to introduce students to the psychological effects and findings of media and mass communication research, with their significance for the development of communication science and emerging social phenomena.

Learning Outcomes

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

1. Define, describe and explain the relationship between psychology and the media and the central problems of this relationship.
2. Apply, classify and distinguish professional terminology.
3. Identify, differentiate, evaluate and critically evaluate media effects on the media audience and society in general.
4. Prepare and conduct scientific research in the field of communication science using modern scientific research methods and write scientific papers in a clear and organized manner.
5. Apply the oral and written communication and presentation skills in Croatian (with a summary of the main conclusions in english).
6. Explain and understand interdisciplinary nature of psychological research

Study Programme Learning Outcomes

Psychology

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours
15
15

Teaching Assistant
Viktorija Trninic, nasl.
doc.

Grading
49% seminar paper; 51%
written exam

Learning Outcomes - Practical and Generic Skills

The course material will enable students to understand different media formats and technologies, encourage the ability to critically understand and analyze media messages, and encourage the development of media literacy, which will make it easier for students to recognize half-information, disinformation, and possible manipulation in the media space. Likewise, knowledge-based media use can help them to more easily resist the negative impact of media texts, to more easily understand the impact of media texts on emotions, thoughts, behaviors, and relationships, and to understand how the media affects the perception of certain phenomena in society, the formation of youth identities, and to understand the impact of digital dementia on the cognitive functions of media users, and especially the impact of media use on the elderly.

Screening of student's work

2.1 Pismeni ispit [EN]
ECTS

0.9 Seminarski rad [EN]
ECTS

3 ECTS

Week by Week Schedule

1. Introduction to the course; determining areas and goals of media psychology and mass communication
2. Media psychology research methods
3. Understanding the mass media: connecting emotional and media literacy
4. Psychology of the media: attitudes, conformism and persuasion
5. Psychology of the media: pro-social behaviour and violence
6. Advertising, public relations and marketing strategies
7. Media supervision: law regulations and ethical principles
8. Media in the educational context
9. Digital dementia: media literacy and child developmental psychology
10. Social networks: addiction and mental health problems
11. Cognitive psychology of mass media
12. Mass communication: the role of TV and radio in crisis communication
13. Mass communication: virtual reality and personality disorders
14. Review of research on relationship between mass media and social phenomena
15. Final course: discussion on the contemporary trends in media psychology research

Literature



Turow, J. (2013). *Media Today: Mass Communication in a Converging World.*, New York: Routledge

Additional Literature



Brusić, R., Ciboci, L., Kanižaj, I., Labaš, D., Mališa, J., Marković, N., Osmančević, L., Rovis Brandić, A. i Vučenović, D. (2011). *Komunikacija odgaja-odgoj komunicira: emocionalna i medijska pismenost.*, Zagreb: Pragma



Ciboci, L., Kanižaj, I. i Labaš, D. (2011). *Djeca medija: od marginalizacije do senzacije.*, Zagreb: Matica hrvatska



Spitzer, M. (2018). *Digitalna demencija: kako mi i naša djeca silazimo s uma.*, Zagreb: Naklada Ljevak



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

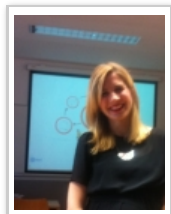
Similar Courses

» Uvod u medijske sustave, Oxford

Psychology of Organisational Behaviour

53867

Lecturer



izv. prof. dr. sc.
Maša Tonković
Grabovac

ECTS Credits 4.0

English Level L1

E-learning Level L2 (7%)

Study Hours
30
15

Grading

Attendance 10%, paper
20%, two colloquia or final
exam 70%.

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.

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 for successful adaptation to changes and stress management in the workplace.
8. Demonstrate the proposed activities and the results to both professional and non-professional audience.

Study Programme Learning Outcomes

Psychology

Choose models of psychological assessment and counseling in

work with individuals, groups and organizations

Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.

Assess one's own oral and written professional communication skills and create complex communications and interdisciplinary cooperation in different professional environments

Assess the compliance of psychological practice with prescribed ethical principles of psychological activity in various areas of theoretical and applied psychology

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities

Evaluate different theories, paradigms and methodological approaches in psychology when planning assessment and interventions with individuals, groups and organizations

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

General Competencies

Evaluate different theories, paradigms, and methodological approaches in psychology when planning assessment and interventions with individuals, groups, and organizations.

Evaluate the impact of social context and social change on human development and behavior of individuals, groups, and systems.

Assess theoretical concepts and scientific knowledge in designing interventions and programs aimed at improving living conditions and development of individuals, families, organizations, and communities.

Evaluate the alignment of psychological practice with prescribed ethical principles of psychological work across different areas of theoretical and applied psychology.

Assess one's own oral and written professional communication skills and develop complex communication and interdisciplinary collaboration in various professional settings.

Critically evaluate theoretical knowledge from core areas of psychology and its relation to different branches of applied psychology.

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

Learning Outcomes - Intellectual (Cognitive) Skills

Explain the importance and role of individual differences and perceptions of organizational behaviour.

Predict factors that interfere with efficient organizational activity.

Assess the social impacts and group processes in an organization.

Select interventions to motivate individuals and groups in the organization.

Learning Outcomes - Practical and Generic Skills

Apply methods of effective communication and conflict resolution in the team.

Plan interventions aimed at increasing job satisfaction and improving organizational culture.

Select interventions for successful adaptation to changes and stress management in the workplace.

Connection of Learning Outcomes and Grading

All learning outcomes will be evaluated through midterm exams/the final exam. Outcomes related to practical skills will additionally be evaluated through the seminar.

Screening of student's work

1.5 ECTS	Pohađanje nastave [EN]
0.5 ECTS	Kolokviji [EN]
0.5 ECTS	Pismeni ispit [EN]
1 ECTS	Seminarski rad [EN]
0.5 ECTS	Usmeni ispit [EN]
4 ECTS	

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. Invited lecture

Literature



*Stephen P. Robbins
(2003) Organisational
Behaviour, New Jersey:
Prentice Hall.*



*[http://www.eurofound.
europa.eu/publications](http://www.eurofound.europa.eu/publications)
- By subject: Quality of
Work.*

Similar Courses

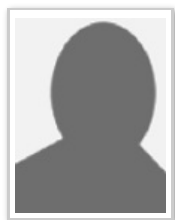
- » Psychology in Organisations: Engagement, Culture and Leadership, Oxford

Psychology of profession choices

53800



Lecturer



Iva Šverko,
nasl. prof. dr.
sc.

ECTS Credits 3.0

English Level L1

E-learning Level L2 (20%)

Study Hours 30

Grading

The rating is assigned based on active participation in class, few short seminars/essays and final exam.

Course Description

As part of the course, students will learn about the most important theories of vocational choice and career development on which are based programs of career guidance and counseling. They will also become acquainted with a set of procedures, tools and tests that are applied in the process of career guidance and counseling.

Learning Outcomes

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

1. Define key constructs in the field of psychology in career choice
2. Analyze major theories of career choice and career development
3. Evaluate tools and techniques for career guidance
4. Analyze and evaluate methodological studies in the field of vocational psychology
5. Apply theoretical concepts, tools and techniques in practical work of career counselor
6. Identify problems of vocational guidance in Croatia
7. Analyze career counseling school program for fostering vocational development in schools
8. Analyze personal vocational preferences and learn how to introduce oneself in competitive labor market

Study Programme Learning Outcomes

Psychology

General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.
Select models of psychological assessment and counselling in working with individuals, groups and organizations.
Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

0.5
ECTS Seminarski rad [EN]

3 ECTS

Forms of Teaching

» Predavanja

Week by Week Schedule

1. Introductory lecture
2. Career planning and professional guidance: who, whom, how?
3. Characteristics of process of career planning and relations thereof.
4. Difficulties in career choices and available options for intervening.
5. Differentialistic approach to career planning.
6. Web tools for professional guidance
7. Developmental approach to professional development.
8. School programme of professional development - get to know yourself.
9. School programme of professional development - get to know the world of work.
10. School programme of professional development - make a decision.
11. Social context of career planning: theory of limitations and choice.
12. Constructionist approach to the career
13. Writing a CV
14. Job interview
15. Colloquim

Literature



Brown, D.; Brooks, L. (1996 ili novije). Career choice and development. San Francisco: Jossey-Bass Publishers.



Brown, D. (2003). Career information, career counseling, and career development. Boston: Allyn and Bacon.



Šverko, B., Babarović, T.; Šverko, I. (2007). Vrijednosti i uloge u odabiru karijere. Suvremena psihologija, 10 (2), 295-323.



Šverko, I. (2003). Profesionalni interesi: određenje, dominantni pogled i nove tendencije. Suvremena psihologija, 6 (1), 129-149.

Psychosocial adaptation of Croatian war veterans in war and devastation 188789

Lecturer



izv. prof. dr. sc.
Lovorka
Brajković

Course Description

The course is designed to help students to get acquainted through experiential learning with the specificity of the Homeland War and its impact on the veterans' population, their families and the wider community. Experiential learning implies the practical elaboration of specific topics, and also discussions and critical review at the group level. Students will have an opportunity to explore the individual and social perspective and to learn about the possibilities, difficulties and challenges faced by veterans themselves, their families and experts in working with this population. We aim to contribute to a clearer picture of the sacrifice that Croatian war veterans and members of their families have submitted and which many of them still submit today, as well as to contribute by presenting social processes that could improve their present and future.

Learning Outcomes

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

1. Identify and explain the consequences of traumatic experiences, with particular emphasis on war experiences
2. Describe the specificity of the veterans' population in Croatia, the war and postwar experiences that they had, and consequences for their daily life
3. Recognize the difference between scientific facts and myths about posttraumatic stress disorder
4. Argue the effectiveness of various forms of intervention in recovery from traumatic experiences and describe practice in Croatia
5. Describe the experience of spouses and children of Croatian veterans and factors that affecting family relationships
6. Analyze critically the relationship of media and wider society towards the veterans' population
7. Analyze critically and compare the results of Croatian and foreign research in the area of psychosocial adaptation of war veterans, and explain the intercultural similarities and differences
8. Identify the factors that contribute to posttraumatic growth of veterans and to higher quality of their lives in peacetime

Study Programme Learning Outcomes

ECTS Credits	3.0

English Level L1

E-learning Level L1

Study Hours 30

Grading

Students will be evaluated on the basis of a seminar work that is based on intervention proposal intended for one of the specific populations that is included in the course content (e.g., wives of war veterans, war veterans with 100% disability, war veterans which became entrepreneur). In the seminar, students should use at least three Croatian and three foreign references, focus on the content of the three lectures, and on basis of that and their own creativity, develop a proposal for an intervention that would improve the quality of life of one (sub)population. For students which are not psychologists, assignments will be redesigned in accordance to their main course (e.g., media presentation of war veterans, historical truth about Homeland war).

Psychology

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Seminarski rad [EN]

³
ECTS

Forms of Teaching

» Seminar

Week by Week Schedule

1. Influence of War Traumas on the Population in Croatia
2. Problems of adaptation of Croatian war veterans after the Homeland War
3. Health problems and prevalence of illness and mortality among Croatian war veterans
4. Quality of life after war trauma
5. Similarities and differences between peacetime and war / veteran traumatic experiences and between their consequences
6. Psychosocial interventions - Croatian and international experiences
7. The psychological and social treatments in maintaining the health of Croatian war veterans
8. Psychosocial and spiritual individual approach to Croatian war veterans
9. The importance of family and social support for the psychosocial adaptation of Croatian war veterans
10. Experience and quality of life of the wives of Croatian war veterans
11. Experience and quality of life of children of Croatian war defenders
12. The importance of the media and the wider social context in the re-socialization of Croatian war veterans
13. Methods of destigmatisation and prevention of retraumatisation of Croatian war veterans
14. Finding the meaning of lived experiences of war and their consequences, and post-traumatic growth of Croatian war veterans
15. The successes and achievements of Croatian war veterans in peacetime life

Literature



Braš, M., Milunović, V., Boban, M., Brajković, L., Benković, V., Đorđević, V. i Polašek, V. (2011). *Quality of life in Croatian Homeland war (1991 - 1995) veterans who suffer from post-traumatic stress disorder and chronic pain.*, Health and Quality of Life Outcomes



Jakovljević, M., Brajković, L., Jakšić, N., Lončar, M., Aukst Margetić, B. i Lasić, D. (2012). *Posttraumatic stress disorder (PTSD) from different perspectives: a transdisciplinary integrative approach.*, Psychiatria Danubina, 24 (3)



Šućurović, S., Mikloušić, I. i Knežević, M. (2017). *Psihosocijalna prilagodba hrvatskih branitelja – Individualna i društvena perspektiva*, Biblioteka Studije, Zagreb

Similar Courses

» Stres i psihotrauma, Oxford

Psychotherapy Modalities

53871

Lecturer



doc. dr. sc.
Jelena Maričić

ECTS Credits 4.0

English Level L1

E-learning Level L2

Study Hours
30
15

Grading

Practical work – 15%,
Group seminar – 25%,
Oral exam – 60%

Course Description

The course is developed to introduce students with basic principles of psychotherapy process and various approaches to psychotherapy practice.

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.

Study Programme Learning Outcomes

Psychology

Choose models of psychological assessment and counseling in work with individuals, groups and organizations

Evaluate different theories, paradigms and methodological approaches in psychology when planning assessment and interventions with individuals, groups and organizations

Value the importance of lifelong professional development

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.

Screening of student's work

0.9
ECTS Seminarski rad [EN]

2.5
ECTS Usmeni ispit [EN]

0.6
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. Ethical questions in psychotherapy practice
4. Psychodynamic approaches (1)
5. Psychodynamic approaches (2)
6. Transactional analysis
7. Gestalt therapy
8. Reality therapy
9. Behavioral and Cognitive-behavioral therapy
10. Logotherapy and existential analysis
11. Couple therapy
12. Systemic family therapy
13. Contemporary psychotherapy approaches (1)
14. Analysis of Case Presentations Through Different Psychotherapeutic Approaches (1)
15. Analysis of Case Presentations Through Different Psychotherapeutic Approaches (2)

Literature



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



Frankl, V. E. (2010).
*Čovjekovo traganje za
smislom*, Planetopija



Jukić, V. i Pisk, Z. (2008).
*Psihoterapija - škole i
psihoterapijski pravci u
Hrvatskoj danas*,
Medicinska naklada

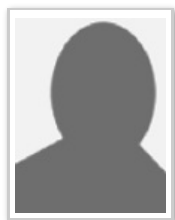
Similar Courses

» Psihološko savjetovanje, Oxford

Public Promotion of Science

57236

Lecturer



prof. dr. sc.
Mirko Lukaš

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.

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

Study Programme Learning Outcomes

Communication Studies

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

15
15

Teaching Assistant
mr. sc. Duje Bonacci

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



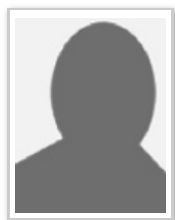
*Materijali s predavanja
koji se svake godine
obnavljaju s
aktualnostima*

Public Relations Practicum

64753



Lecturer



Ivana Jeleč
Bulić,
pred.

Course Description

Public Relations Practicum was conceived as a course which through interactive work, individual and in groups, connects 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, organisation, practical approach to the issues of PR and simulations of real situations from the (future) working 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 / project on the topic chosen by individual students, and based on the provided instructions. 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.

Learning Outcomes

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

1. Evaluate the actual situation in which the organization-client is situated
2. Identify and categorize the organization's public and then choose the key public
3. Apply research methods in analysis of the organization and key public
4. Create goals and objectives of a strategic communication plan
5. Create strategy and design appropriate tactics for the communication plan
6. Plan a timeline for tactics and make a communication plan budget
7. Create a written communication plan and then present and defend it
8. Apply the ethical principles of profession in creating a strategic communication plan

Study Programme Learning Outcomes

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

Grading

The final mark is based on student work during the semester, the quality of the written strategic communication plan, the persuasiveness of the final presentation and the argued defense of the project on the oral exam.

Communication Studies

- Demonstrate responsibility, ethics, autonomy and initiative in professional work
- Formulate and critically evaluate arguments for and against opposing points of view
- Show the application of theoretical knowledge of communication studies
- Distinguish practical applications of practical knowledge and skills from journalism and public relations
- Develop oral and written communication skills
- Develop competences in professional and interdisciplinary teamwork

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 ;

Screening of student's work

1	Pohađanje nastave [EN]
ECTS	
2	Usmeni ispit [EN]
ECTS	
2	Projekt [EN]
ECTS	
5	
ECTS	

Forms of Teaching

» Vježbe u praktikumu

- » In each class, each of the six teams presents and explains to colleagues the exercise performed according to the given instructions. After discussion and received suggestions how to improve the exercise, students receive instructions for a new assignment. Each exercise is a part of a strategic communication plan that each team create on the assigned theme. Every week, students prepare and present new exercise.

Week by Week Schedule

1. Introductory discussion of course content, divide into six teams, divide topics for a strategic communication plan for each team and define how to create and present exercise.
2. I. RESEARCH: 1) Analysis of the situation.
Determining a problem (or opportunity):
a) a finding (value judgment) that something is wrong or that it will soon be wrong
b) Problem description:
WHAT is the cause/ WHERE is this problem/WHEN is this problem/WHO is involved or affected/HOW is involved or affected/WHY is the concern of the organization and its public?

3. 1. RESEARCH 2) Analysis of the organization: A) INTERNAL ENVIRONMENTAL ANALYSIS
 Answer the following key questions:
 What is the quality of services / products the organization offers?
 What is the particularity of the organization in relation to the others in the same sector?
 What is the mission/purpose of the organization?
 How does the problem/opportunity fit into an organization's mission?
 What are the communication and financial resources available?
 What kind of obstacles in the internal environment are encountered PR professionals?
4. 1. RESEARCH 2) Organization Analysis: B) ANALYSIS OF PUBLIC PERCEPTION
 Answer the following key questions:
 What is organization's visibility: how many people know the organization, what do they know about how accurate this information is?
 What is organization's reputation: how do people value what they see/hear about the organization? How do you intend to influence on the reputation?
5. 1. RESEARCH 2) Organization Analysis: C) ANALYSIS OF EXTERNAL ENVIRONMENT
 Answer the following key questions:
 Who supports the organization? What is known about supporters?
 Who is the main competitor to the organization? What is known about the competition?
 Are there (significant) opponents of the organization? What is known about the opponents?
 Is there anything in the environment that could limit the success of a communication plan?
6. 1. RESEARCH 3) Public analysis: a) identify publics by key categories; b) determine key publics for a strategic communication plan.
7. 1. RESEARCH 3) Analysis of publics: c) analysis of key public with regard to:
 1) project; 2) organization; 3) communication behavior; 4) psychological and character performances; 5) demographic characteristics.
8. 2. PLANNING 1) Define goals with regards to reputation, to relationship and/or to management task.
 Define objectives with regard to awareness, acceptance and action.
9. 2. PLANNING: 2) create a strategy for achieving the goals and objectives of a strategic communication plan.
10. 2. PLANNING/STRATEGY: 3) Develop strategic message for a communication plan:
 I. Suggest the source of information: who are suitable people to present the message?
 II. Determine the appeal of messages: which appeals will the message use?
 III. Develop verbal and nonverbal communication: design arguments/evidence and their order; create message content; create nonverbal communication.
 IV. Design a slogan.

11. 3. ACTION/TACTICS: 1) Select communication tactics in accordance with the designed strategy and set goals and objectives of the strategic communication plan.
Choose:
a) tactics of interpersonal communication,
b) tactics for owned media,
c) tactics for earned media,
d) advertising and promotional tactics.

For each selected tactic, determine:
Periodicity: how many times to repeat a certain tactic?
Tasks: determine the tasks needed to realize for each tactic.
Time: determine the time needed for realizing the selected tactics; match the time limit set by goals.
Responsibilities: determine persons needed to accomplish the selected tactics.
12. 3. ACTION/TACTICS: 2) Implementation: A) Provide a schedule for each campaign tactics
In the TABLE format, show the timeline of tactics. Match the time limit set by goals.
13. 3. ACTION/TACTICS: 3) Implementation: B) CAMPAIGN BUDGET:
Make a budget according to tactics.
Make budget according to: staff, materials, costs of media, equipment and space, administration.
Make the total budget: what is the total cost of the project?
14. 4. EVALUATION: 1) Evaluation of strategic plan:
Design the measurement of output message goals: message production, message distribution, message costs;
Design the measurement of objectives regarding the knowledge: exposure of a message, content analysis of the message, distinctiveness of the message;
Design the measurement of objectives regarding the acceptance: feedback from the key publics, comparison of the results obtained with the goals and objectives;
Design the measurement of objectives regarding the action: audience participation, direct observation of results.
15. Instructions for final written strategic communication plan, instructions for final presentation and defense of the strategic communication plan.

Literature



Smith, R. D. (2017).
Strategic planning for public relations,
Routledge



Broom, G. M. (2010).
Cutlips&Centers Učinkoviti odnosi s javnošću, Mate



van Ruler, B.; Tkalac Verčič, A.; Verčič, D. (ur.) (2010). *Mjerenje i evaluacija u odnosima s javnošću*, Taylor & Francis / HUOJ

Qualitative Methodology

214136

Lecturer



izv. prof. dr. sc.
Marica
Marinović
Golubić

Course Description

The aim of the course is to acquaint students with the peculiarities of qualitative methodology, the reasons and conditions for its application in sociology, and, through exercises, to train them to conduct their own qualitative research.

Learning Outcomes

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

1. Develop a qualitative research design and conduct your own research
2. Create qualitative research instruments (observation form, guide for individual interviews and focus groups)
3. Distinguish between different types of sampling specific to qualitative research.
4. Apply qualitative scientific methods in practice: observation, individual interview and focus group
5. Explain the results of qualitative research
6. Write a research report
7. Use a reflective research approach
8. Apply ethical standards in scientific research

Study Programme Learning Outcomes

Sociology

Implement an appropriate method to research social phenomena

Create a project proposal

Explain the role of sociology in society

Organize data to create strategies

Apply qualitative and quantitative data processing programs

Differentiate sampling methods for social research

Apply social research methods in labor market analyses

Evaluate appropriate ways of intervention of a certain social issue

Understand the social mechanisms of interaction

Develop and select different problem-solving strategies

Compare different theoretical traditions in sociology

ECTS Credits	6.0

English Level L1

E-learning Level L1 (1%)

Study Hours

30

30

Grading

Attending lectures: 10
points Participation in
classes: 10 points Written
exam: 50 points Research
report (conducted
research): 30 points

Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Pismeni ispit [EN]

1.5
ECTS Istraživanje [EN]

1.5
ECTS Referat [EN]

6 ECTS

Week by Week Schedule

1. Introductory lecture - outline curriculum, introduction to the course. Exercises: Comparison of qualitative and quantitative methodological approach through the analysis of two scientific articles; Division into research teams to work on research projects
2. Specifics of qualitative research. Exercises: Ethical dimensions of research and informed consent
3. Outline of qualitative research. Exercises: Choosing a research topic
4. Terrain - arrival and departure. Exercises: Instructions for browsing the literature; Defining the research question
5. Case study; Qualitative methods of data collection. Exercises: Presenting a report on the literature read; Defining the aim and purpose of the research
6. Focus group. Exercises: Choosing a research method
7. Interview. Exercises: Work on a template for an interview or focus group
8. Participant observation. Exercises: Field notes - description
9. Sample and sampling in qualitative research. Exercises: Defining the research sample; Exercises: Transcribing, types of transcripts
10. Visual data and qualitative research. Exercises: Coding
11. Qualitative data analysis I. Exercises: Displaying qualitative data; Creation of matrices and networks
12. Qualitative data analysis II. Exercises: Writing a research report, report elements
13. Drawing conclusions in a qualitative study. Exercises: Presentation of student research I
14. Qualitative research in the context of social sciences. Mixed methodology. Exercises: Presentation of student research II
15. Repetition for the exam - quiz. Exercises: Presentation of student research III

Literature



Milas, G. (2005).
Istraživačke metode u psihologiji i drugim društvenim znanostima, Naklada Slap



Yin, K. R. (2011).
Qualitative Research from Start to Finish, Guilford Press

Qualitative research methods

285804



Lecturer



izv. prof. dr. sc.
Marica
Marinović
Golubić

Course Description

The aim of the course is to acquaint students with the peculiarities of qualitative methodology, the reasons and conditions for its application in sociology, and, through exercises, to train them to conduct their own qualitative research.

Learning Outcomes

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

1. Develop a qualitative research design
2. Create qualitative research instruments (observation form, guide for individual interviews and focus groups)
3. Distinguish between different types of sampling specific to qualitative research.
4. Apply qualitative scientific methods in practice: observation, individual interview and focus group
5. Explain the results of qualitative research
6. Use a reflective research approach
7. Apply ethical standards in scientific research

Study Programme Learning Outcomes

Dual-major studies

Sociology

Analyze the social effects of certain globalization processes
Implement an appropriate method to research social phenomena
Create a project proposal
Apply qualitative and quantitative data processing programs
Interpret certain social processes using knowledge of sociological theories
Compare different theoretical traditions in sociology

ECTS Credits 3.0

English Level L1

E-learning Level L1 (1%)

Study Hours
30
15

Grading

Attending lectures: 10 points
Participation in classes: 10 points
Written exam: 50 points

Week by Week Schedule

1. Introductory lecture - outline curriculum, introduction to the course. Exercises: Comparison of qualitative and quantitative methodological approach through the analysis of two scientific articles; Division into research teams to work on research projects
2. Specifics of qualitative research. Exercises: Ethical dimensions of research and informed consent
3. Outline of qualitative research. Exercises: Choosing a research topic
4. Terrain - arrival and departure. Exercises: Instructions for browsing the literature; Defining the research question
5. Case study; Qualitative methods of data collection. Exercises: Presenting a report on the literature read; Defining the aim and purpose of the research
6. Focus group. Exercises: Choosing a research method
7. Interview. Exercises: Work on a template for an interview or focus group
8. Participant observation. Exercises: Field notes - description
9. Sample and sampling in qualitative research. Exercises: Defining the research sample; Exercises: Transcribing, types of transcripts
10. Visual data and qualitative research. Exercises: Coding
11. Qualitative data analysis I. Exercises: Displaying qualitative data; Creation of matrices and networks
12. Qualitative data analysis II. Exercises: Writing a research report, report elements
13. Drawing conclusions in a qualitative study. Exercises: Presentation of student research I
14. Qualitative research in the context of social sciences. Mixed methodology. Exercises: Presentation of student research II
15. Repetition for the exam - quiz. Exercises: Presentation of student research III

Literature



Milas, G. (2005).
Istraživačke metode u psihologiji i drugim društvenim znanostima, Naklada Slap



Yin, K. R. (2011).
Qualitative Research from Start to Finish, Guilford Press

Qualitative Research Methods in Communication Sciences

118528

Lecturer



izv. prof. dr. sc.
Ivan Burić

ECTS Credits	5.0

English Level L2

E-learning Level L2 (20%)

Study Hours

15
15

Grading

60% written 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.

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

Study Programme Learning Outcomes

Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Develop competences in professional and interdisciplinary teamwork

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.

Screening of student's work

2
ECTS Kolokviji [EN]

3
ECTS Projekt [EN]

5
ECTS

Week by Week Schedule

1. Purpose and aims of course. Basic concepts of qualitative methods in social sciences, differences between quantitative and qualitative research methods.
2. Theoretical foundations of qualitative research methods: Hermeneutics, phenomenology, ethnomethodology, symbolic interactionism, Chicago sociological school
3. Grounded Theory:
Basic principles of grounded theory, grounded theory as a theoretical source of legitimacy of qualitative research methods, theoretical sampling, coding, construction of theoretical concepts on the basis of data
4. Basic principles of sampling and the concept of validity in qualitative research:
Sampling in qualitative researches, types of samples in qualitative researches, the concept of validity in qualitative research methods
5. Observations and visual methods:
Basic features of observation as research methods, types of observations, conducting of research by observation, visual methods.
6. Interview:
Typical purposes of interview, preparing research, design research - regularity in conducting research by interview, data interpretation.
7. Focus groups:
What are focus groups? The main benefits of the method, methodological and theoretical reasons of using focus groups, a guide in the focus groups, the role of moderator and the basic principles of moderation, projective techniques - the role and purpose.
8. Ethnographic Research:
Ethnography: definition, the characteristics of the method, process of the method, examples of ethnography.
9. Qualitative content analysis:
Definition, the characteristics of the method, process of the method, examples of qualitative content analysis.
10. Case Study:
A case study: definition, characteristics of the method, advantages and disadvantages of the method;
11. Seminar:
Observations and visual methods

12. Seminar:
Interview
13. Seminar:
Focus groups
14. Seminar
Case study
15. Mixed Methods Research:
What are mixed research methods, basic benefits, examples

Literature



Halmi, Aleksandar (1996). *Kvalitativna metodologija u društvenim znanostima*, Pravni fakultet, Sveučilište u Zagrebu



Milas, Goran (2009). *Istraživačke metode u psihologiji i drugim društvenim znanostima*, Naklada Slap



Halmi, Aleksandar, Crnoja, Josip (2003). *valitativna istraživanja u društvenim znanostima i humanoj ekologiji.*, Socijalna ekologija. Vol 12, br. 3.-4.



Tomić Koludrović, Inga, Leborić, Anči (2003). *Sociologija životnog stila*, Jesenski i Turk



Jeđud, Ivana (2007). *Alisa u zemlji čuda – kvalitativna metodologija i metoda utemeljene teorije*, Hrvatska revija za rehabilitacijska istraživanja. Vol 24., br. 2.



Skoko, Božo, Benković, Vanesa (2009). *Znanstvena metoda fokus grupa – mogućnosti, i načini primjene*, Politička misao, Vol 46, br. 3.

Quantitative research methods

285542

Lecturer



izv. prof. dr. sc.
Dario Pavić

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours
30
15

Grading

Seminar and project paper, conducting a research, development of the research report, oral exam

Course Description

The main goal of the course is to provide a review of all the phases of scientific research - from conceptualization through the operationalization to realization of the research field.

Learning Outcomes

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

1. Use the quantitative methodology in the social research
2. Describe the advantages and disadvantages of the kvantitative methodology
3. Explain the relationship between the theoretical and empirical background of the social research
4. Explain the quantitative methodology in all the phases of the research
5. Describe the quantitative methodology as a unavoidable tool for understanding the social world

Study Programme Learning Outcomes

Dual-major studies

Sociology

- Analyze the social effects of certain globalization processes
- Implement an appropriate method to research social phenomena
- Create a project proposal
- Describe demographic processes
- Apply qualitative and quantitative data processing programs
- Interpret certain social processes using knowledge of sociological theories
- Compare different theoretical traditions in sociology

Literature



Vesna Lamza (2004). *Metode društvenih istraživanja (skripta)*, Institut Ivo Pilar



John W. Creswell (2013). *Research Design*, SAGE



Don A. Dillman, Jolene D. Smyth, Leah Melani Christian (2014). *Internet, Phone, Mail, and Mixed-Mode Surveys*, John Wiley & Sons

Similar Courses

» -Introduction to Quantitative Data Analysis, Oxford

Quantitative Research Methods

144629

Lecturer



izv. prof. dr. sc.
Dario Pavić

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

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours
30
30

Grading

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



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
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

Exercise Selection of content analysis topic; making of research design, preliminary analyses

13. Lecture Analytical matrix

Exercise Designing analytical matrix

14. Lecture Sample in content analysis

Exercise Sampling, analyzing

15. Lecture Analysis of redundancy, making report

Exercise Data analyses, reporting on results

Grading

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

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
6. Plan and design the presentation of the analyzed data

Study Programme Learning Outcomes

Sociology

Implement an appropriate method to research social phenomena

Create a project proposal

Explain the role of sociology in society

Organize data to create strategies

Apply qualitative and quantitative data processing programs

Differentiate sampling methods for social research

Apply social research methods in labor market analyses

Evaluate appropriate ways of intervention of a certain social issue

Understand the social mechanisms of interaction

Develop and select different problem-solving strategies

Compare different theoretical traditions in sociology

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.

Screening of student's work

2
ECTS Pohađanje nastave [EN]

1
ECTS Pismeni ispit [EN]

2
ECTS Praktični rad [EN]

1
ECTS Literature

6
ECTS

Forms of Teaching

- » Predavanja
 - » Lectures are held once a week for two hours
- » Auditorne vježbe
 - » Practice is held once a week for two hours

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
Exercise: Data analyses, data presentation
11. Lecture: Measurement characteristics of survey, errors and biases
Exercise: Making report on survey results
12. Lecture: Content analysis
Exercise: Selection of content analysis topic; making of research design, preliminary analyses
13. Lecture: Analytical matrix
Exercise: Designing analytical matrix
14. Lecture: Sample in content analysis
Exercise: Sampling, analyzing
15. Lecture: Analysis of redundancy, making report
Exercise: Data analyses, reporting on results

Literature



Lamza-Posavec, V. (2010), Kvantitativne metode istraživanja (skripta), Zagreb: Hrvatski studiji, str. 1-115.



Lamza-Posavec, V. (2004), Metode društvenih istraživanja (Skripta), Zagreb: Hrvatski studiji, str. 71-172.



Fowler, F. J. (1993), Survey Research Methods, Newbury Park: Sage Publications, str. 1-148.



Babbie, E. (2002), The practice of social research, Belmont: Wadsworth Publishing Company, str. 159-199, 233-262, 267-289.



Schutt, R. K. (1996), Investigating the Social World, The Process and Practice of Research, Thousand Oaks: Pine Forge Press, Sage Publications Company, str. 3-305.

Similar Courses

» QUANTITATIVE SOCIOLOGICAL METHODS, Oxford

Quantitative Research Methods in Communication Sciences

118527

Lecturer



izv. prof. dr. sc.
Ivan Burić

ECTS Credits	5.0

English Level L2

E-learning Level L2 (20%)

Study Hours

15

15

Grading

60% written exam, 20% term paper, 20% class attendance

Course Description

There are two basic aims of course. First 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.

Second aim of the course is to prepare students for conducting research by quantitative methods (questionnaire, content analysis) and familiarize them with basic procedures of data processing in SPSS.

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

Study Programme Learning Outcomes

Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Develop competences in professional and interdisciplinary

teamwork

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.

Screening of student's work

3
ECTS Esej [EN]

2
ECTS Kolokviji [EN]

5
ECTS

Week by Week Schedule

1. Course introduction and basic research questions appropriate in context of quantitative research methods
2. The basic principles of quantitative research methods in the social sciences.
3. What is the measure? What is the measuring instrument in the social sciences? Direct vs. indirect measurement. The characteristics of social phenomena and problems in their measurement. The concept of variable and function variables in the study. Scales and scaling.
4. Theory testing and quantitative methods of research. How to test the theories? Operationalization and building of a system of empirical indicators. Examples of operationalization.
5. Creation of Likert scale
6. Measurement errors and their characteristics:
Random and systematic error, the validity of the measurement and the type of validity, reliability, reliability tests
7. Data Base Preparation:
Creation of data matrix, data input in SPSS, defining of variables and Add preparing data for statistical processing.
8. Basic of descriptive statistic:
Mean, median, mode, variance, standard deviation,
9. Data processing in SPSS I:
Tables of frequencies, measure of central tendency
10. Data processing in SPSS II:
Crosstabs, tests of statistical differences (t-test, analysis of variance)
11. Data processing in SPSS III:
Correlation, examples of regression and factor analysis
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. Presentation of results, replication of the studies;

Literature



Milas, Goran (2009).
*Istraživačke metode u
psihologiji i drugim
društvenim
znanostima*, Naklada
Slap



Halmi, Aleksandar
(1999). *Temelji
kvantitativne analize u
društvenim
znanostima*, Alinea



Mejovšek, Mirko (2003).
*Uvod u metode
znanstvenog istraživanja*,
Naklada Slap

Regional Demography

253112

Lecturer



Sanja Klempić
Bogadi,
nasl. prof. dr.
SC.

Course Description

Introduce students to the types of regions, the principles and methods of regionalization, and the role of population in their formation.

Learning Outcomes

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

1. Explain the concept of a region and distinguish between types of regions
2. Explain criteria and methods of regionalization
3. Explain the role of population in spatial relations and processes relevant to different types of regions
4. Explain functioning of city regions
5. Explain the physiognomic regionalization of space
6. Explain nodal-functional regionalization of space

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Demonstrate the ability for scientific conceptualization of the topic and write and present scientific papers.

Use statistical, quantitative, graphic and geographic software packages

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop the ability to terminologically understand demographic and immigrant terms in students

Develop a scientifically independent opinion on demographic and emigrant issues

Develop a critical attitude towards statistical data and literature relevant to research on the population and Croatian emigration

Dual-major studies

ECTS Credits	3.0

English Level L1

E-learning Level L1

Study Hours

15
15

Grading

Regular attendance, essay writing, project creation and presentation, oral exam.

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

0.5
ECTS Esej [EN]

1 ECTS Usmeni ispit [EN]

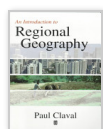
1 ECTS Projekt [EN]

3 ECTS

Week by Week Schedule

1. Introductory class
2. The concept of region
3. Regionalization
4. Regional science
5. Regional identity
6. Regionalism
7. Statistical regions in the European Union
8. Regional disparities in demographic processes in the European Union
9. Historical overview of the development of administrative-territorial regionalization of Croatian space
10. Conditional-homogeneous and nodal-functional regionalization of Croatia
11. Urban spatial structure
12. City and surrounding area
13. City regions
14. Islands in Croatia
15. Hilly-mountain areas in Croatia

Literature



Claval, Paul (1998). *An Introduction to Regional Geography*, Wiley-Blackwell, Oxford



Magaš, Damir (2003). *Contemporary aspects of the geographical regionalization and administrative territorial organization of Croatia*, Geodria, 8 (1)



Vresk, Milan (2002). *Grad i urbanizacija: Osnove urbane geografije*, Školska knjiga, Zagreb



Paasi, Anssi; John Harrison, John; Jones, Martin (ur.) (2018). *Handbook on the Geographies of Regions and Territories*, Edward Elgar Publishing



Blaće, Ante; Vukosav, Branimir (2014). *O regiji i regionalnmo pristupu u geografiji, u: Dalmacija u prostoru i vremenu - Što Dalmacija jest, a što nije?*, Mirošević, Lena ; Graovac Matassi, Vera (ur.), Zadar: Sveučilište u Zadru

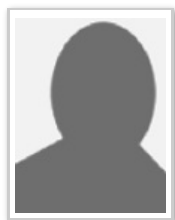
Similar Courses

» Advanced Topics in Regional and Population Studies, Oxford

Regional Economy

238022

Lecturer



doc.
Petra Palić

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours
15
15

Grading

Students are expected to come to class, actively participate in class discussions, read assigned literature, present at seminars, and write homework assignments on a given topic.

Course Description

The course aims to explain the methodology of research and policy creation of the spatial aspect of economic and social development in interaction with demographic development. Within the scope of the course, students will become familiar with effective models and criteria, which are used for forming political-territorial entities as carriers of development in space.

Learning Outcomes

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

1. Explain the relationship between population movements and economic, social and geographic processes
2. Analyze data and literature relevant to a specific research question
3. Compare different methods used in demographic research related to regional development
4. Define specific factors of regional growth and development
5. Explain the dynamics of demographic processes and structures that are key to the harmonious and balanced development of the region
6. Describe the assumptions and factors of overall development

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop the ability to demonstrate the need of the population and emigration in the service of social and political decision-making

Develop a sense of security and correctness in the research process in order to prove the conditionality of the population, emigration and economy

Develop a critical attitude towards statistical data and literature relevant to research on the population and Croatian emigration

Dual-major studies



Screening of student's work

1 ECTS Pohađanje nastave [EN]

0.5
ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

0.5
ECTS Seminarski rad [EN]

3 ECTS

Week by Week Schedule

1. Introduction to the course
2. Regional science and economy: concept and significance of regional economy
3. Essential characteristics of space; regionalization criteria
4. Regional economic policy: motives, importance, participants
5. Stages of development of Croatian regional policy
6. Changes in the number and spatial distribution of the population of Croatia and counties
7. Regional growth and projections
8. Regional development: concept and measurement
9. Regional disproportions
10. The global and regional economy
11. Politics of global institutions and regional convergence and divergence
12. Regional economic integration
13. Motives of creation and forms of regional integration
14. European integration and regional policy
15. Perspectives of regional integration and development

Literature



Aleksandar Bogunović (2011). *Regionalna ekonomika*



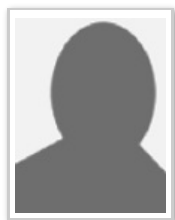
Anđelko Akrap (2014). *Promjene broja i prostornog razmještaja stanovništva Hrvatske i županija*, Migracije i razvoj Hrvatske, Hrvatska gospodarska komora, Zagreb.

Regression Analysis

53873



Lecturer



Toni Babarović,
nasl. prof. dr.
sc.

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

Teaching Assistant
Klara Saganić, mag.
psych.

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

Grading

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

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. Create a research design 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 of regression models and results in applied research
9. Assess the range and limits of the statistical conclusions derived from regression analysis results

Study Programme Learning Outcomes

Psychology

Create basic and/or applied psychological research and construct and metrically evaluate psychological measuring instruments

Critically judge multivariate statistical procedures with regard to their limitations and to the satisfaction of theoretical assumptions in concrete application situations

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

environmental and social context

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.

Screening of student's work

0.5
ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

1.5
ECTS Usmeni ispit [EN]

4 ECTS

Forms of Teaching

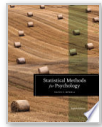
- » Predavanja
 - » Ex-chatedra lectures
- » Metodičke vježbe
 - » Exercises in computer lab

Week by Week Schedule

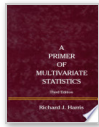
1. Bivariate correlation and statistical prediction
2. The logic of multiple regression and basic concepts
3. The basic model of the regression equation
4. Requirements for the use of regression analysis
5. The relation between sample and population - testing the significance of regression parameters
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. Validation of regression parameters

Literature



David C. Howell (2012). *Statistical Methods for Psychology*, Cengage Learning



Richard J. Harris (2014). *A Primer of Multivariate Statistics*, Psychology Press



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.

Similar Courses

» Advanced Multivariate Statistics, Oxford

Religious Elements of Croatian Culture

270279

Lecturer



prof. dr. sc.
Davor Piskač

ECTS Credits	3.0

English Level L1

E-learning Level L1

Study Hours

15

15

Teaching Assistant
dr. sc. Petar Ušković
Croatia

Course Description

Students will be introduced to all the christian components which are incremental for all modes of arts and culutre in Croatia.

Learning Outcomes

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

1. Analyze identity processes in the constitution of Croatian identity.
2. Define the religious components of culture-
3. Argue different cultural influences to establish identity.
4. Analyze differen modalities of religious components in culture.
5. Analyze historical changes of the Croatian identity
6. Define croatian identity in european context through historical perspective.

Study Programme Learning Outcomes

Dual-major studies

Croatology

Define, analyze and argue the Croatian cultural narrative

Single out the characteristics of Croatian culture in the diaspora

Critically relate to mastered content and argue your conclusions in written and oral form

Recognize and argue the influence of religion and philosophy on Croatian culture

Croatology

Define, analyze and argue the Croatian cultural narrative

Single out the characteristics of Croatian culture in the diaspora

Critically relate to mastered content and argue your conclusions in written and oral form

Describe and classify the legacy of other cultures within Croatia

Recognize and argue the influence of religion and philosophy on Croatian culture

Grading

Scheduled arrival at lectures and participating in discussions. Individual preparation and participation in the fieldwork. Written and oral examination on the basis of mandatory literature.

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1.5
ECTS Usmeni ispit [EN]

3 ECTS

Forms of Teaching

- » Predavanja
- » 15 lectures

Week by Week Schedule

1. Introductory lecture
2. Cult and culture
3. Religios components
4. Components of christian identitiy
5. Bible
6. Popes and Croats
7. Architecture
8. Kings and christianity
9. Christian traditions
10. Passion of Christ
11. Processions
12. Sanctuaries of Madonna
13. Sanctuaries of Madonna
14. Music
15. Literature

Literature



monografija *Trinaest stoljeća kršćanstva u Hrvata*



Franjo Šanjek *Crkva i kršćanstvo u Hrvata*

Similar Courses

- » Kršćanstvo 1 i Kršćanstvo 2, Oxford

Research Group - Interpretation of Early Modern Sources

62006

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.

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

Learning Outcomes

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

1. Define the basic problems of interpretation of 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 (early) modern history
6. Compare various historical sources for the (Early) Modern Period

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.

Study Programme Learning Outcomes

History

Discuss with different individuals and groups in order to find answers to various theoretical and practical questions

Formulate arguments for and against mutually opposing points of view

Integrate critical models of thinking belonging to historical sciences into the unique ability of historical thinking

Use methods of explanation and interpretation of historical

Critically judge various descriptive and normative beliefs and attitudes

Present complex scientific and non-scientific content in written and oral form

Apply traditional historical terminology and nomenclature

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

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Esej [EN]

1
ECTS Pismeni ispit [EN]

1
ECTS Istraživanje [EN]

1
ECTS Usmeni ispit [EN]

1
ECTS Projekt [EN]

6
ECTS

Forms of Teaching

- » Vježbe u praktikumu
- » analysis of historical sources

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). *Izvještaj o
Dalmaciji Antuna
Giustiniana godine
1575.* - Vicko Solitro,
*Povijesni dokumenti o
Istri i Dalmaciji*, Split

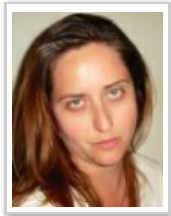


Katica Miholović
(2000). *Statut grada
Karlovca 1778*,
Karlovac

Research Group - Interpretation of Medieval Sources

79379

Lecturer



doc. dr. sc.
Eva Katarina
Glazer

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.

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

Study Programme Learning Outcomes

History

ECTS Credits	6.0

English Level L1

E-learning Level L1

Study Hours 30

Teaching Assistant
dr. sc. Marko Marina

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

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

Similar Courses

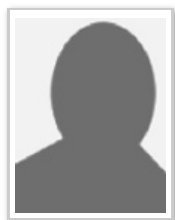
» Istraživačka skupina - Interpretacija novovjekovnih izvora, Oxford

Research Group - Interpretation of Sources for Croatian History: the 19th Century

130523



Lecturer



izv. prof. dr. sc.
Kristina Milković

ECTS Credits 6.0

English Level L0

E-learning Level L1

Study Hours 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.

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

Study Programme Learning Outcomes

History

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). *Uvod u
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



doc. dr. sc.
Vladimir
Šumanović

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.

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.
7. Argue the attitudes
8. Examine the validity of some scientific hypotheses

Study Programme Learning Outcomes

History

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

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.

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 Esej [EN]

1
ECTS Istraživanje [EN]

1
ECTS Projekt [EN]

1
ECTS Praktični rad [EN]

6
ECTS

Forms of Teaching

» Seminar

» Classes will be held in terms of schedule, two hours of lectures every week.

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

Similar Courses

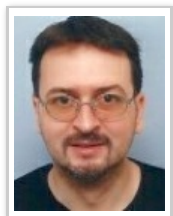
» -, Oxford

Research group - Sources of Egyptian, Greek and Roman History

96373



Lecturer



prof. dr. sc.
Mladen
Tomorad

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

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.

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.

Study Programme Learning Outcomes

History

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 Inscriptionum
 Latinarum, Berlin*



*Corpus Inscriptionum
Greacarum, Berlin*

Similar Courses

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

Research Project

63570

Associate Lecturers



izv. prof. dr. sc.
Ivan Burić



doc. dr. sc.
Danijel Jurković



izv. prof. dr. sc.
Dario
Vučenović



Sanja Vulić
Vranković,
nasl. prof. dr.
sc.

Teaching Assistants



izv. prof. dr. sc. Krešimir Dabo,
Lana Ciboci
Perša
nasl. doc.



izv. prof. dr. sc. Tanja Grmuša,
Ivana Greguric
nasl. izv. prof.
dr. sc.



doc. dr. sc.
Tomislav
Janović

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours
15
15

Teaching Assistants
izv. prof. dr. sc. Lana
Ciboci Perša
Krešimir Dabo, nasl. doc.
izv. prof. dr. sc. Ivana
Greguric
dr. sc. Tanja Grmuša,
nasl. izv. prof.
doc. dr. sc. Tomislav
Janović

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.

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;

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Show the application of theoretical knowledge of communication studies

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

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 Verčič,
Dubravka Sinčić Ćorić,
Nina Pološki Vokić
(2011). *Priručnik za
metodologiju
istraživačkog rada u
društvenim
istraživanjima*, M.E.P.
CONSULT d.o.o.,
ZAGREB



M. Vujević (1986).
*Uvođenje u znanstveni
rad*, Informator, Zagreb



Milas G. (2005).
*Istraživačke metode u
psihologiji i drugim
društvenim znanostima*,
Slap, Jaserbarsko

Risk Management and Crisis Communication

57217



COM

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TEA

Lecturer



doc. dr. sc.
Goran Radoš

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours
15
15

Teaching Assistant
dr. sc. Ana Marija Dunaj

Grading

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

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.

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.

Study Programme Learning Outcomes

Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Develop competences in professional and interdisciplinary teamwork

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

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;

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

¹
ECTS Kolokviji [EN]

¹
ECTS Pismeni ispit [EN]

¹
ECTS Seminarski rad [EN]

4
ECTS

Week by Week Schedule

1. Crisis and issues management - definition and the necessary knowledge;
2. The consequences of ignoring problems in the company and/or business operations; compliance with the standards of crisis communication and the preparation of the procedures for effective crisis communication
3. The value of reputation
4. Risk management - perception, types of crisis, who will be struck by a crisis, etc.
5. Managing the issues of public importance, planning and implementing the programs - the life cycle of an issue of public importance, the importance of early action
6. Crisis management and communication during a crisis situation
7. The media in a crisis - how to get the support of the media, media monitoring;
8. Preparing media policies and reports
9. Legal perspectives - legal omissions in communication during a crisis, the role of lawyers, compensation, ex-gratia payments, etc.
10. Planning the unexpected - desirable behaviors, the power of action, planning how to manage a crisis if it happens, setting up teams, crisis prevention,
11. Press conference
12. Communications hardware - preparing a written plan, testing a plan, etc.

13. Communications hardware - preparing a written plan, testing a plan, etc.
14. Presenting seminar assignments
15. Presenting seminar assignments

Literature



Božidar Novak: Krizno komuniciranje i upravljanje opasnostima, Bioniza press, Zagreb, 2001: 2., 6. i 7. poglavlje



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



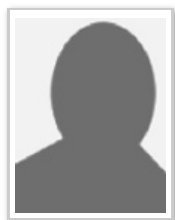
Jugo, Damir: Menadžment kriznog komuniciranja, Školska knjiga, Zagreb, 2017.

Risk Society

269955



Lecturer



prof. dr. sc.
Joost Van Loon

Course Description

To acquaint students with the history and development of the concept of risk society and the sociological subdiscipline of sociology of risk. After completing the course, students will be able to observe and critically analyse and interpret the risks of modern societies.

Learning Outcomes

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

1. Define the basic terminology of sociology of risk
2. Explain the local and the global context of the contemporary risks
3. Describe the types of risk in the contemporary world
4. Use the theoretical presumptions of sociology of risk in the analysis of the contemporary global phenomena
5. Criticize the risk management policy in the contemporary context
6. Compare the approaches to the risk in regard to the cultural differences
7. Propose a strategy of risk management of specific risk phenomena
8. Evaluate the specific risk management policies

Study Programme Learning Outcomes

Dual-major studies

Design of didactic content: planning, performing and evaluation of teaching

Sociology

Analyze the social effects of certain globalization processes

Evaluate social impact of social changes in society

Recognize the generators of conflicts in contemporary society

Apply knowledge of sociological theories in managing conflict situations

Evaluate appropriate ways of intervention of a certain social issue

Interpret certain social processes using knowledge of sociological theories

Develop and select different problem-solving strategies

ECTS Credits 5.0

English Level L3

E-learning Level L2 (20%)

Study Hours
30
15

Teaching Assistant
doc. dr. sc. Ivan Perkov

Grading

Class attendance; active participation in discussions. Making a scientific essay on a topic related to the content of the course and its oral defence.

Sociology

- Analyze the social effects of certain globalization processes
- Evaluate social impact of social changes in society
- Apply knowledge of sociological theories in managing conflict situations
- Compare different theoretical traditions in sociology

Screening of student's work

²
ECTS Pohađanje nastave [EN]

³
ECTS Esej [EN]

5
ECTS

Week by Week Schedule

1. Introduction: What is Risk? Covid-19 Pandemic and Risk Society
2. Waste related risks: Case Study in Croatia
3. Addiction risks – addiction to risks? (example of alcohol consumption)
4. From Fate to Probability: The Birth of Risk
5. The Present/Presence of Uncertainty in the post- metaphysical Era
6. No Future: The Cool Apocalypse and the Culture of Fear
7. Reflexive Modernization Theory
8. Functionalism and Cultural Theory
9. Governmentality Theory
10. Mediatization and its Consequences
11. The Affective Turn: Optical Mediation and Prehending Risks
12. The Logistics of Perception
13. Risk Flows and Actor-Network Theory
14. The Neuropolitics of Risk
15. Essay deadline, final discussion / Course Evaluation

Literature



Professor Ulrich Beck (1992). *Risk Society*, SAGE



Joost Van Loon (2013). *Risk and Technological Culture*, Routledge



Frank Furedi (2002). *Culture of Fear*, A&C Black



Van Loon, J. (2002). *Risk and Technological Culture. Towards a Sociology of Virulence*, London: Routledge.

Similar Courses

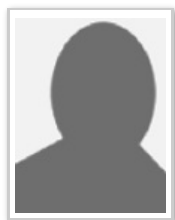
- » Risk and Society, Oxford

Risks of Mass Communication

64749



Lecturer



izv. prof. dr. sc.
Ivana Greguric

ECTS Credits 5.0

English Level L1

E-learning Level L1 (10%)

Study Hours
15
15

Grading
50% exam, 50% essay

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.

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

Study Programme Learning Outcomes

Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Describe the points of contact between contemporary communication studies and other social and humanities sciences

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Develop competences in professional and interdisciplinary teamwork

Develop social skills

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.

Screening of student's work

2.5
ECTS Pismeni ispit [EN]

2.5
ECTS Seminarski rad [EN]

5 ECTS

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/nod/e/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) " Bigh Brother ili
konformizam gnusobe",
u Europski glasnik, br.
10, temat Totalitarizam
medija, str. 363-371..*

Similar Courses

» Risk and Crisis Communication, University of Canterbury, Oxford

Self-Deception

201516

Course Description

In the introductory part of the course some standard examples of self-deception, both among animals and humans, will be considered in order to point out the paradoxical character of the phenomenon and to show why the attempts at finding a universally applicable definition thereof have failed. A special emphasis will be given to the puzzling question whether self-deception is necessarily an intentional activity. In the following, the same set of examples will be used to elucidate the logical structure of self-deception and to look into its causal mechanisms on various levels (evolutionary, psychological, neuro-physiological). In the third part of the course, some forms of collective self-deception will be discussed, together with its moral and social implications. In the concluding part of the course, the possibility of counteracting self-deception will be considered.

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours 15

15

-

Learning Outcomes

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

1. Identify and classify cases of self-deception
2. Explicate the common logical structure of cases of self-deception
3. Form hypotheses concerning the causal mechanisms of self-deception
4. Appraise the moral and social implications of self-deception
5. Apply recent scientific findings to their understanding of mental and social phenomena
6. Improve their general skills of analytic thinking and writing

Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Formulate different arguments, possible contradictions and construct counterexamples

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Create written and oral presentations of complex academic and non-academic content

Explain the specifics of contemporary philosophical disciplines and their development

Screening of student's work

0 ECTS Pohađanje nastave [EN]

2 ECTS Pismeni ispit [EN]

0.5
ECTS Referat [EN]

0.5
ECTS Usmeni ispit [EN]

3 ECTS

Week by Week Schedule

1. Introduction into the course
2. Self-deception and other-Deception: standard examples
3. Paradoxical nature of self-deception: What is the "self" in self-deception?
4. Logical structure of self-deception and definition problems
5. Psychological mechanisms of self-deception: Is self-deception an intentional activity?
6. Evolutionary mechanisms of self-deception
7. Self-deception in animals and humans: similarities and differences
8. Self-deception in everyday life
9. Social aspects of self-deception
10. Collective self-deception: religious beliefs
11. Collective self-deception: historical narratives and political beliefs
12. Collective self-deception: human nature
13. self-deception and moral responsibility
14. Can self-deception be counteracted?
15. Summary of the course and conclusions

Literature



Deweese-Boyd, Ian (2017). *"Self-Deception"*, Edward N. Zalta (ur.) The Stanford Encyclopedia of Philosophy, <https://plato.stanford.edu/archives/fall2017/entries/self-deception/>



Mele, Alfred (2001). *Self-Deception Unmasked*, Princeton: Princeton University Press



Elster, Jon (2007). *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences*, Cambridge: Cambridge University Press



Trivers, Robert (2011). *The Folly of Fools: The Logic of Deceit and Self-Deception in Human Life*, New York: Basic Books

Social Changes in the Republic of Croatia in 20th Century

Lecturer



doc. dr. sc.
Mijo Beljo

ECTS Credits	4.0

English Level L0

E-learning Level	L1

Study Hours 30

Course Description

The objectives of the course are: to introduce first year students to social change in Croatia during the complex 20th century, which significantly characterized and determined the developmental trajectory of Croatian society in the modern, postmodern epoch; other literary productions on Croatian 20th century

Learning Outcomes

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

1. Explain and gain essential knowledge about social change in Croatia during the 20th century
2. Describe and explain and acquire the skill of scientific interpretation of modern and contemporary Croatian history, which is based on interdisciplinarity and knowledge of related social and human sciences. In this way, students are trained to make objective conclusions about sensitive issues, which go beyond daily political and publicistic frameworks.
3. Describe, explain and gain basic knowledge of global trends and global changes - both in society and historiography. Accordingly, students will acquire knowledge of major historiographic "schools" and relevant theoretical and methodological approaches in the humanities and social sciences during the second half of the 20th century.
4. Analyze the Croatian past
5. Use the knowledge of the Croatian history in the interpretation of the contemporary social phenomenon
6. Relate the historical etiology of the Croatian social processes with the contemporary reality.

Study Programme Learning Outcomes

Dual-major studies

History

Formulate arguments for and against mutually opposing points of view

Design discussions and provide comments that enable the explanation of a number of issues of a social, cultural or political nature

Connect and evaluate different historical points of view, including the points of view of Croatian historians in the context of the history of science

Recognize the interdisciplinary nature of historical research, connecting its individual segments with corresponding segments of other humanities and social sciences

Present complex scientific and non-scientific content in written and oral form

Conduct scientific research in the field of historical sciences and write historical papers in a clear and organized manner

Determine and justify the basic ideas and principles on which modern democratic societies rest

History

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Pismeni ispit [EN]

¹
ECTS Usmeni ispit [EN]

4
ECTS

Week by Week Schedule

1. 1. Introduction lecture
2. 2. Croatia and the start of the process of modernization
3. 3. World War I. and Kingdom of Yugoslavia: between the old order and liberal democracy (1914.-1939.)
4. 4. World War II.: Croatian society between two totalitarian regimes (1939.-1945.)
5. 5. Communist governorship as a new social and cultural paradigm
6. 7. Socialistic construction of reality: political constitution, social transformation and self regulated imaginarium
7. 7. International political and social influences during the 20. century
8. 8. Croatian emigration
9. 9. Homeland war: social, economic and demographic consequences
10. 10. Social challenges of the democratic changes
11. 11. Croatia in the globalization and postmodern society
12. 12. Social history, comparative history and the school of annals.
13. 13. Cultural history and historical anthropology
14. 14. Post modernity and post structuralism
15. 15. Social history of the 20. century in Croatia, research topics

Literature



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



Dinko Tomašić (1997). *Društveni razvitak Hrvata*, Hrvatsko Sociolosko Drustvo



(2007). *Povijest Hrvata knjiga 3. (20. stoljeće)*, Školska knjiga

Similar Courses

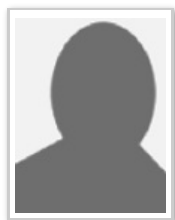
» -, Oxford

Social Cognition and Perception

57109



Lecturer



doc. dr. sc.
Jelena Maričić

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
30
15

Teaching Assistants
doc. dr. sc. Erik Brezovec
Dora Korać, mag. psych.

Grading

Written exam - 70%;
Essay - 20%; Group
activities - 10%

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.

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. Evaluate critically current research in the field of social cognition and perception
4. Develop creative thinking on contemporary forms of intergroup cognition and perception.
5. Apply knowledge from the field of social cognition and perception in observing specific situations.
6. Evaluate critically planned and implemented interventions in the field of prejudice reduction and other aspects of social cognition and perception.

Study Programme Learning Outcomes

Psychology

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.

Screening of student's work

ECTS	¹ Esej [EN]
ECTS	² Pismeni ispit [EN]
ECTS	¹ Praktični rad [EN]
4	
ECTS	

Forms of Teaching

- » Predavanja
 - » Two hours of lectures per week
- » Metodičke vježbe
 - » One hour of methodical exercises a week, during half of the semester
- » Terenske vježbe
 - » One hour of field exercises a week, over half of the semester

Week by Week Schedule

1. Basic Dimensions of Social Cognition and Group Perception
2. The Role of Threat in Social Cognition and Group Perception
3. Stigmatization
4. Counseling Work with Stigmatized Individuals
5. Research Methods on Children's Prejudices
6. Theoretical Approaches to Children's Prejudices
7. Methodological Aspects of Research on Prejudice Reduction Strategies – Non-Experimental Studies
8. Methodological Aspects of Research on Prejudice Reduction Strategies – Experimental Studies
9. "Dimensions of Social Cohesion: Solidarity / Trust / Sociability
10. Social representations as an alternative to the classic social cognition
11. Research methods and possible applications of theory of social representation
12. Sociology of Knowledge and Typification of the Lifeworld
13. Collective memory
14. Film Analysis Based on Knowledge of Social Cognition and Perception (1)
15. Film Analysis Based on Knowledge of Social Cognition and Perception (2)

Literature



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.



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). Sage Publications



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). Sage Publications.



Pachankis, J. E., Hatzenbuehler, M. L., Wang, K., Burton, C. L., Crawford, F. W., Phelan, J. C. i Link, B. G. (2018). The burden of stigma on health and well-being: A taxonomy of concealment, course, disruptiveness, aesthetics, origin, and peril across 93 stigmas. Personality and Social Psychology Bulletin, 44(4), 451-474.



Cook, J., Crane, L., Hull, L., Bourne, L. i Mandy, W. (2021) Self-reported camouflaging behaviours used by autistic adults during everyday social interactions. Autism, 26, 1-16. DOI: 10.1177/13623613211026754



Newheiser, A-K. i Barreto, M. (2014). Hidden costs of hiding stigma: Ironic interpersonal consequences of concealing a stigmatized identity in social interactions. Journal of Experimental Social Psychology, 52, 58-70.



Rateau, P., Tavani, J. L. i Delouvé, S. (2021). Social representations of the coronavirus and causal perception of its origin: The role of reasons for fear. Health, 1-20. DOI: 10.1177/13634593211005172

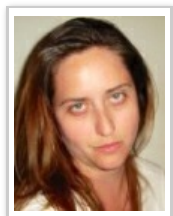
Similar Courses

- » Grupni procesi i utjecaji, Oxford
- » Uvod u socijalnu psihologiju, Oxford

Social Development and Rise of Eastern Mediterranean Civilisations

86939

Lecturer



doc. dr. sc.
Eva Katarina
Glazer

Course Description

Course objective is to introduce students with the earliest achievements of the people that settled the area of the eastern Mediterranean from the early Paleolithic to the end of the Iron Age.

Learning Outcomes

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

1. Define historical processes that have marked the Levant area from prehistory, through paleolithic, mesolithic, neolithic, Bronze and Iron Age.
2. Explain causal relationships in the covered period.
3. Name the most important sources that describe the emergence of the civilisations in the eastern Mediterranean.
4. Describe course of events in the covered period with the emphasis on the events from 2nd and 1st millenium B. C.
5. Name the most important cities that have marked the rise of civilisation in the eastern Mediterranean in the covered period.
6. Combine historical processes from different periods.
7. Compare historical processes considering different social and political environment.

Study Programme Learning Outcomes

Dual-major studies

History

History

General Competencies

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

ECTS Credits 4.0

English Level L2

E-learning Level	L1

Study Hours 30

Grading

Student activity will be monitored throughout the entire semester.

Attendance is mandatory. Students must write a seminar and present it during lectures. The final exam is oral.

Screening of student's work

ECTS ¹ Pohađanje nastave [EN]

ECTS ¹ Istraživanje [EN]

ECTS ¹ Seminarski rad [EN]

ECTS ¹ Usmeni ispit [EN]

4
ECTS

Forms of Teaching

- » Predavanja
 - » lectures that include small workshops
- » Seminar
 - » student has to write a paper during the semester

Week by Week Schedule

1. Introduction to the course; Short introduction to sources and chronology;
2. Terminology overview (culture, civilisation, society); Discussion;
3. Paleolithic and neolithic in the Levant; Ghassul and Natufian culture; Discussion;
4. Egypt in the predynastic period; Neolithic revolution in Nubia; Discussion;
5. Paleolithic and Neolithic in Anatolia; Discussion;
6. Bronze Age, the urbanization processes in Anatolia, Syria and southern Levant;
7. Bronze Age in eastern Mediterranean; The architecture of palaces, Crete thalassocracy; Development of the writing systems (Crete hieroglyphics, Linear A and Linear B); Discussion;
8. Cycladic culture and art; Bronze Age in Anatolia; Discussion;
9. Bronze Age Syria; Amorites and the writings from Ebla; Discussion;
10. The collapse of Late Bronze Age in eastern Mediterranean; Discussion;
11. Archaic period in Greece; Phoenicians; Discussion;
12. Iron Age in Anatolia; Discussion;
13. The role and the importance of trade (Via Maris and The King's Highway); Discussion;
14. Assyrian domination in eastern Mediterranean; Discussion;
15. Conclusion / Guest lecture / Exhibition.

Literature



Hawkes, J. (1966).
*Prehistorija, Historija
čovječanstva, sv. 1.,
knj. 1.*, Naprijed,
Zagreb



Woolley, L. (1966).
*Počeci civilizacije,
Historija Čovječanstva,
sv.1., knj. 2.*, Naprijed,
Zagreb



Milićević Bradač, M. (2004). *Stara Grčka: Grci na Crnom moru*, Školska knjiga, Zagreb



Bar-Yosef, O. (1998). *The Natufian culture in the Levant, threshold to the origins of agriculture*, *Evol. Anthropol.*, 6(1998): 159–177.



Schmidt, K. (2010). *Göbekli Tepe—the Stone Age Sanctuaries: New results of ongoing excavations with a special focus on sculptures and high reliefs*, *Documenta Praehistorica* 37(2010): 239–256.

Similar Courses

» Mediterranean prehistory, Oxford

Social media

118530

Lecturer



doc. dr. sc.
Vanesa Varga

ECTS Credits	5.0

English Level L0

E-learning Level L1

Study Hours 30

Grading

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

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.

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 roles 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.
8. Compare the positive and negative effects of social media.

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Define and describe the disciplines of contemporary communication studies, the history of their development and central problems, and use professional terminology in different areas of communication studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Coordinate discussions and provide explanatory comments on a number of issues primarily of a communication nature, but also of a social, cultural or political nature

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Develop oral and written communication skills

Develop competences in professional and interdisciplinary teamwork

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.

Screening of student's work

2
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Pismeni ispit [EN]

1
ECTS Seminarski rad [EN]

5
ECTS

Forms of Teaching

» Seminar

» Social Media

Week by Week Schedule

1. A brief history of the Internet and Social Media (ARPANET, the World Wide Web, first forums, blogs and social networks). Development of the Internet (comparison of the Web 1.0, Web 2.0 and Web 3.0). Web 2.0 as a base for Social Media. Theoretical analysis of the role of the Internet since Marshall McLuhan up to now and the definition of social media in the context of mass communication theories.
2. Virtual reality (the relationship of the real and virtual space, virtual space as an extension to or a parallel of a real space). Virtual communities as places for help, support, counseling, information and entertainment.
3. Social media (definition of the syntagm Social Media). Classification of social media (social networks, user-generated pages, game and entertainment sites, and trade and shopping sites).

4. Facebook: development and business. Ways of sharing information, endangering privacy, user impact, competition, Facebook Ads. You Tube: Development and Business. User generated content, user impact, copyright protection, YouTube and television. Google: development and business.
5. Other examples of Social Media: development and business (Twitter, Instagram, Wikipedia, SnapChat, Pinterest, Google+, LinkedIn).
6. Social media and journalism.
7. Digital culture: fundamental characteristics (users, speed, visualization, copying of content etc.).
8. Public Relations, Marketing and Social Media. Community management. Writing for blogs and social media. Social Media Business Strategy. Digital Marketing.
9. Social media and civil actions. Social media as tools for organizing and conducting civil actions. The fundamental characteristics of Internet activism. Influence of social media on society.
10. Social media for learning and teaching. Online classrooms and lectures, advantages and disadvantages of learning with Internet.
11. Digital identity of an individual (false representation, self-presentation, e-portfolio).
12. Social media and politics. Digital electoral political campaigns.
13. Social media and religion. Online religious communities, Internet as a space for expression of religious identity, religious rites and rituals.
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

Similar Courses

» Social Media – Buzz word or Revolution?, Oxford

Sociology of Croatian Society 5

255074



Lecturer



izv. prof. dr. sc.
Andreja Sršen

Course Description

Course Objectives:

Introduce students to EU funds and sustainable development of local regions in the Republic of Croatia.

Enable students to understand the social structure of Croatian society and the developmental inequalities among Croatian regions.

Equip students with knowledge of specific issues facing Croatian regions within the framework of sustainable development and strategic regional development planning.

Learning Outcomes

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

1. Analyze the processes of regional development in Croatian society
2. Analyze regional development inequalities in the Republic of Croatia.
3. Analyze the social structure of Croatian society
4. List the basic classifications of spatial units in the Republic of Croatia.
5. Describe the center-periphery relationship in the Republic of Croatia
6. Explain the basic concepts of EU funds in the context of preparing project proposals.
7. Develop awareness of the importance of Croatian independence
8. Use all relevant sources for deconstruction of imposed historical values

Study Programme Learning Outcomes

Sociology

- Create a project proposal
- Organize data to create strategies

ECTS Credits 5.0

English Level L1

E-learning Level L1 (5%)

Study Hours
15
15
15

Grading

The final grade will be based on regular attendance (minimum 75% of classes), engagement in lectures and seminars, active participation in seminar discussions, presentation of individual seminar work, completion of independent assignments, and passing the oral exam/colloquium.

Evaluate appropriate ways of intervention of a certain social issue

Develop and select different problem-solving strategies

General Competencies

Students will be able to identify and understand the theoretical foundations of sustainable development of Croatian regions within a sociological discourse.

Students will be able to understand data related to national measures for the implementation of various EU sustainable development programs at the local level in the Republic of Croatia.

Screening of student's work

2
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Pismeni ispit [EN]

1
ECTS Referat [EN]

5
ECTS

Forms of Teaching

- » Predavanja
 - » Powerpoint presentation, discussion
- » Seminar
 - » Student presentations, discussions, research papers

Week by Week Schedule

1. Introductory Lecture – Regional Development of the Republic of Croatia in Sociological Discourse
2. Basic Croatian Regions and Their Characteristics
3. International Funding Sources for Regional Development in Croatia
4. Unemployment, Higher Education Levels, and Demographic Trends in the Republic of Croatia
5. The Center-Periphery Relationship in Croatia – Strategic Planning Processes
6. Political Sustainability as Internally Shaped Identity (Analysis of Croatia's Position in the EU)
7. Comparative Analysis of Social Processes in the EU and Croatia (GDP trends, Quality of Life, Human Development Index)
8. Regional Development Inequalities in the Republic of Croatia
9. Institutional Planning, Implementation, and Evaluation of Programs for the Development of Local Governments, Counties, and Broader Regions in Croatia
10. Community-Based Strategic Planning for Economic Development
11. Tools Used in the Process of Strategic Economic Development Planning
12. Logical Framework Approach (LFA)
13. Case Study – Example of Economic Development in Croatia

14. Policies for Balanced Regional Development

15. Final Lecture

Literature



Davor Vašiček; Ivana Maletić (ur.) (2020).
*VODIČ KROZ
PROGRAME I FONDOVE
EU-a 2021. – 2027.:
MOGUĆNOSTI
FINANCIRANJA
PROJEKATA U
HRVATSKOJ*



Vladimir Lay ; Dražen Šimleša (2012).
*Nacionalni interesi
razvoja Hrvatske kroz
prizmu koncepta
održivog razvoja,*
Institut Pilar, Zagreb.



Danijela Mioković
Kapetinić, Zrinka Čordaš,
Sanja Bošnjak (2023).
*Uloga EU fondova u
regionalnom razvoju*

Similar Courses

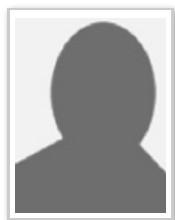
- » Upravljanje projektima EU: planiranje, programiranje i evaluacija, Oxford

Sociology of Domestic Violence

214087



Lecturer



prof. dr. sc.
Irena Cajner
Mraović

ECTS Credits 3.0

English Level L3

E-learning Level L1

Study Hours
15
15

Grading

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

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.

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.

Study Programme Learning Outcomes

Sociology

Recognize the generators of conflicts in contemporary society
Apply knowledge of sociological theories in managing conflict situations
Develop and select different problem-solving strategies

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Seminarski rad [EN]

3
ECTS

Forms of Teaching

- » Predavanja
- » Seminar

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.

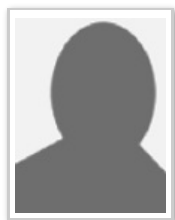
Similar Courses

» Violence against Women, Oxford

Sociology of Drug Abuse

57201

Lecturer



prof. dr. sc.
Nikša Dubreta

ECTS Credits 4.0

English Level L1

E-learning Level L2

Study Hours
15
15

Grading

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

Course Description

The main goals of the elective are focused to 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.

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.
7. Differentiate typologies of drugs
8. Relate authors to their studies

Study Programme Learning Outcomes

Sociology

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.

Screening of student's work

ECTS ¹ Pohađanje nastave [EN]

ECTS ¹ Seminarski rad [EN]

ECTS ² Usmeni ispit [EN]

4
ECTS

Forms of Teaching

- » Predavanja
 - » Lectures
- » Seminar
 - » Collective discussion on selected topic

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*, Hrvatska
sveučilišna naklada

Similar Courses

- » nema, Oxford

Sociology of Education

211173

Lecturer



izv. prof. dr. sc.
Katarina Dadić

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	30

Grading

1. Seminar paper 2.
Colloquium (2 colloquiums
during the semester) 3.
Exam (written)

Course Description

To get to know the Sociology of Education, which studies the relationship between society, education, and education, but also to present different theoretical and methodological orientations with the aim of better understanding the function and operation of the education system within the framework of educational sciences. Also, introduce students to the meaning of education and explain their position within modern society (globalization process, development of technological innovations and media, migration, different types of education approaches, the connection between the development of the economy, education, etc. and their mutual conditioning with with the aim of a better understanding of the social function of upbringing and education). Through an insight into the presented theoretical-methodological orientations of the sociology of education, students acquire a fundamental understanding of key social processes and phenomena in the field of education, both in the world and in our country. Analyzing all the planned topics (theoretical-methodological approaches, school as a social phenomenon, upbringing, education and the reproduction of social inequalities, alternative education, educational achievements and class affiliation, etc.), students will be able to recognize potential problems in the process of upbringing and education and the social consequences of the work of educational experts, which directly contributes to their teaching competence, which is the special goal of this course.

Learning Outcomes

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

1. Define basic concepts from the field of Sociology of education
2. Explain the basic starting points about different aspects of the Sociology of Education
3. Explain the place and role of Sociology of education within the framework of educational sciences
4. Analyze the content of interdisciplinarity related to Sociology of Education
5. Explain the results of recent scientific research in the field of Sociology of Education
6. Analyze the different theoretical approaches used in the presented research
7. Illustrate the acquired theoretical knowledge with examples from the practice of upbringing and education

8. Interpret the functioning of the interdisciplinary concept of planning, but also strategies for the development of quality teaching accompanied by new social challenges

Study Programme Learning Outcomes

Dual-major studies

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

Sociology

Discuss about current geopolitical issues

Describe the elements of social dynamics

Recognize the elements of cultural/collective memory

Recognize the generators of conflicts in contemporary society

Modify the explanations and basic terminology of sociological tradition to target population

Apply knowledge of sociological theories in managing conflict situations

Interpret certain social processes using knowledge of sociological theories

Screening of student's work

0.5
ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

0.5
ECTS Seminarski rad [EN]

3 ECTS

Week by Week Schedule

1. Orientation week (Presentation and introduction to the Sociology of Education course. Students will be informed of the obligations they must fulfill. Agreement on the ways to fulfill seminar obligations, presentation of seminar topics and recommended seminar literature. Distribution of seminar duties.)
2. Sociology of upbringing and education: defining the discipline, relationship between Sociology of upbringing and education and educational sciences, sociological classics on education
3. Overview of theoretical and methodological approaches of Sociology of education: functionalist perspective of education
4. Overview of theoretical and methodological approaches of Sociology of education: liberal, social democratic and conflict perspective of education
5. Overview of theoretical and methodological approaches of Sociology of education: interactionism, postmodernism and deconstructionism
6. Educational institution as a social phenomenon: historical development of schooling: origin of school, basic stages of schooling development, beginning of school theory, macro and micro theoretical approaches, social functions of school.
7. Alternative education and Homeschooling

8. Education and reproduction of social inequalities: upbringing, education and social structure of society; upbringing, education and cultural capital, reproduction of social inequalities, etc.
9. School, pressure and innovative education (joint viewing of documentary film and reflection)
10. Education, education and the economy: social relevance of the economy and economic growth, management of education, effectiveness of education
11. Education without borders: migration, upbringing and education
12. Ideologies, upbringing and education
13. Educational achievement and class affiliation
14. Education in the process of globalization
15. Evaluation and review of the processed material

Literature



Ballantine, J., & Hammack, F. M. (2015). *The sociology of education: A systematic analysis*, Routledge



Haralambos, H. (2002). *Sociologija: teme i perspektive*, Golden marketing

Sociology of Human Resources Management

269856



Lecturer



prof. dr. sc.
Renato Matic

ECTS Credits	5.0
English Level	L0
E-learning Level	L1
Study Hours	15
	15
	15

Teaching Assistant
dr. sc. Lovre de Grisogono

Grading

Attendance at at least 75% of teaching units, active monitoring of classes, writing and presenting a seminar paper, taking an oral exam.

Course Description

To acquaint students with the concept of human resources, systems and structures of employees within companies and business organization. Familiarize students with the difference between Human Resources, Talent Acquisition and Cultural Fit. As part of interpersonal relations, business ethics, vertical and horizontal relations, as well as employee trust in the Human Resources Department and authority management will be covered. Emphasis will be placed on the impact of decision-making on the collective and negotiation strategies. Guest lecturers from the private sector specializing in human resources management will be included in the classes.

Learning Outcomes

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

1. Identify the basic concepts of business structures
2. Recognize organizational units for a better understanding of human resources
3. Identify the sociological aspects and structures of the company
4. Explain the relationship between legal frameworks from the perspective of human resources
5. Explain the impact of decision-making and business ethics on employees
6. Define the cultural affiliation of the business collective
7. Define Talent Acquisition
8. Explain the negotiation strategy

Study Programme Learning Outcomes

Dual-major studies

Sociology

Implement an appropriate method to research social phenomena

Apply knowledge of sociological theories in managing conflict situations

Evaluate appropriate ways of intervention of a certain social issue

Sociology

Implement an appropriate method to research social phenomena
 Apply knowledge of sociological theories in managing conflict situations
 Understand the social mechanisms of interaction

Week by Week Schedule

1. 1. Introductory lecture, definition of course requirements, introduction
2. 2. Basic concepts of entrepreneurship and company structure in the context of human resources
3. 3. Authority management
4. 4. The sociological framework of entrepreneurship, the influence of differences among staff on the dynamics of interpersonal relationships
5. 5. Responsible and ethical decision-making
6. 6. Trust of employees in the Human Resources Department and the Administration
7. 7. Business ethics and marketing
8. 8. Headhunting and the labor market from the perspective of human resources
9. 9. Culture fit
10. 10. Talent acquisition
11. 11. Human Resources Information System (HRIS)
12. 12. Social activities of employees
13. 13. Search for candidates and selection
14. 14. Negotiation strategies
15. 15. Student presentations and closing discussion

Literature



Ur. Boxall, P., Purcell, J., i Wwighr, P. (2007). *Human resource management.*, Oxford University Press



Kayes, D. C. (2009). *Sociological Issues in Human Resource Development.*, UN Educational, Scientific and Cultural Organization



de Grisogono, L. (2022). *Sociologija informatičke profesije.*, Skripta Fakultet hrvatskih studija. Neobjavljeno



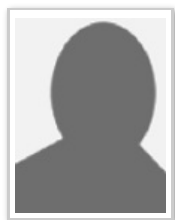
Antić, M. (2016). *Sociology of work and professional ethics.*, [pdf] Zagreb: Faculty of Civil Engineering. Dostupno na: https://www.-grad.unizg.hr/_download/repository/TEXTBOOKFINAL_pdf.pdf

Sociology of Migration and Ethnicity

214085



Lecturer



izv. prof. dr. sc.
Marica
Marinović
Golubić

Course Description

Students will learn basic concepts, theoretical concepts regarding migrations and ethnicity with a social emphasis on these processes in Croatia.

Learning Outcomes

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

1. Identify key concepts
2. Define migrational and postmigrational processes
3. Use key concepts in research
4. Identify differences between different concepts
5. Describe key processes
6. Identify key results of scientific studies

Study Programme Learning Outcomes

Dual-major studies

Sociology

Analyze the social effects of certain globalization processes
Evaluate social impact of social changes in society
Describe demographic processes

Sociology

Analyze the social effects of certain globalization processes
Evaluate social impact of social changes in society
Describe demographic processes
Discuss about current geopolitical issues

Forms of Teaching

- » Predavanja
- » 15 lectures

Week by Week Schedule

1. Introduction
2. Basic concepts
3. Basic concepts

ECTS Credits 3.0

English Level L1

E-learning Level L1 (1%)

Study Hours

15

15

Grading

Scheduled arrival at lectures and participating in discussions. Individual preparation and participation in the fieldwork. Written and oral examination on the basis of mandatory literature.

4. Theories
5. Theories
6. History of migrations
7. History of migrations
8. Croats as national and ethnical community
9. Croats as national and ethnical community
10. Croats as national and ethnical community
11. Croats in other countries
12. Croats in other countries
13. Croats in other countries
14. Ethnical minorities in Croatia
15. Ethnical minorities in Croatia

Literature



Mesić, M. *Međunarodne migracije, tokovi i teorije*



Živković, Šorer, Sekulić
Asimilacija i identitet, Studija o hrvatskom iseljeništvu u SAD i Kanadi

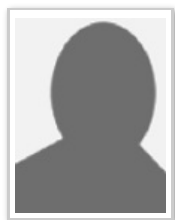
Similar Courses

» Migracije i održivi razvoj, Oxford

Sociology of Social Changes

211170

Lecturer



doc. dr. sc.
Erik Brezovec

ECTS Credits 3.0

English Level L2

E-learning Level L1

Study Hours 30

Grading

Regular attendance at classes and participation in discussions on the lecture topic are valued; the final written exam is graded.

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

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 acquired knowledge for the purpose of theoretical conceptualization of potential research problem
4. Analyze data from secondary sources and conclude which social processes are relevant
5. Distinguish theories of social change from the ideology of progress
6. Apply theoretical conceptualization in the operationalization of empirical research

Study Programme Learning Outcomes

Dual-major studies

Sociology

- Analyze the social effects of certain globalization processes
- Evaluate social impact of social changes in society
- Discuss about current geopolitical issues
- Describe demographic processes
- Describe the elements of social dynamics
- Recognize the elements of cultural/collective memory
- Recognize the generators of conflicts in contemporary society
- Apply knowledge of sociological theories in managing conflict situations
- Interpret certain social processes using knowledge of sociological theories
- Understand the social mechanisms of interaction
- Compare different theoretical traditions in sociology

Sociology



Analyze the social effects of certain globalization processes
 Evaluate social impact of social changes in society
 Implement an appropriate method to research social phenomena
 Explain the role of sociology in society
 Describe the elements of social dynamics
 Recognize the generators of conflicts in contemporary society
 Recognize the elements of cultural/collective memory
 Apply knowledge of sociological theories in managing conflict situations
 Evaluate appropriate ways of intervention of a certain social issue
 Interpret certain social processes using knowledge of sociological theories
 Discuss about current geopolitical issues
 Understand the social mechanisms of interaction
 Compare different theoretical traditions in sociology

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.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Pismeni ispit [EN]

³
ECTS

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 change1: 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



Piotr Sztompka (1994). *The Sociology of Social Change*



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.*



Ivan Rogić Nehajev (2000). *Tehnika i samostalnost*, Hrvatska Sveučilišna Naklada

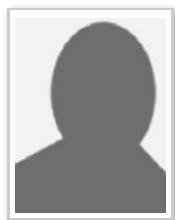
Similar Courses

- » Social Change and Conflict, Oxford

Sociology of Social Control and Police

159978

Lecturer



prof. dr. sc.
Irena Cajner
Mraović

Course Description

The aim of the Course is to develop comprehensive factual and theoretical knowledge within a number of areas in which comparative studies of social control and policing can be undertaken: social control concepts and philosophies, the role of the police in the community, the relationship between society and law enforcement agencies, the societal context of policing. During the Course, students will develop the critical understanding of different models of policing and their impact on social control in different eras of policing and in different communities, including efforts at police reform. They will apply this knowledge in practical work to fully understand community cohesion and collective efficacy as the resource and operating tools of community social control.

Learning Outcomes

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

1. Explain different concepts of social control.
2. Compare formal and informal social control
3. Explain relations between social cohesion, collective efficacy and social control
4. Analyze the role of police in supporting informal social control
5. Explain the main concepts in the field of sociology of policing.
6. Explain the role of the police in the society.
7. Identify professional dilemmas and ethical challenges of modern policing strategies.
8. Explain the impact of policing on social control.

Study Programme Learning Outcomes

Sociology

ECTS Credits 4.0

English Level L0

E-learning Level L1

Study Hours
15
15

Teaching Assistant
dr. sc. Ana Marija Dunaj

Grading

Colloquium 25%; Seminar
essay 25%; Reports 25%;
Activity 25%



Screening of student's work

1 ECTS Pohađanje nastave [EN]

0.3
ECTS Esej [EN]

1 ECTS Kolokviji [EN]

0.7
ECTS Istraživanje [EN]

0.5
ECTS Seminarski rad [EN]

0.5
ECTS Praktični rad [EN]

4 ECTS

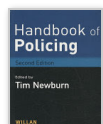
Forms of Teaching

- » Predavanja
 - » Lectures based on the literature.
- » Seminar
 - » Practocal work.

Week by Week Schedule

1. The concept of the social control.
2. Historical development of the concept of the social control.
3. Formal and informal social control.
4. Theoretical foundations and strategies of the social control.
5. Subjects and objects of the social control.
6. The social control potentials: social capital, social cohesion and collective efficcacy.
7. The perspectives of social control.
8. The first test.
9. The role of the police in the modern democratic society.
10. Solving problems oriented police.
11. Community policing - theoretical framework.
12. community policing - empirical research.
13. Procedural justice model.
14. The second test.
15. The final discussion.

Literature



Tim Newburn (Ed)
(2008). *Handbook of Policing.*, Willan Publishing



Linda S. Miller & Kären M. Hess (2002). *The Police in the Community. Strategies for the 21st Century. Third edition.*, Wadsworth/Thomson Learning

Similar Courses

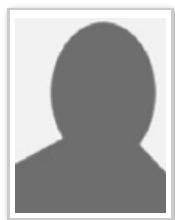
- » Sociology of Social Control, Oxford

Sociology of the Croatian Diaspora

205183



Lecturer



Marina Perić
Kaselj,
nasl. izv. prof.
dr. sc.

Course Description

The aim is to acquaint students with the social processes that contribute to the migration of the Croatian population, through an overview of the sociological approach to the phenomenon of migration, with focus on a multidisciplinary approach to the study of problems, and by comparing existing scientific, research and theoretical material with special reference to the research on the Croatian diaspora. We focus our attention on explaining contemporary social processes: integration, adaptation, assimilation, remigration, as well as issues of defining identity, re/constitution of the identity of Croatian diasporic communities in the world, showing the specifics of their development with regard to the causes of emigration, their position, relationships and connections with their society of origin, admissions, expatriate, generational similarities/differences, group cohesion, dynamics and interactions in cultural, economic or political organisations, the return of expatriates or arrival of descendants to an "imagined" homeland. The aim is to demonstrate how the development of new communication tools/the Internet also changes the attitudes of the Croatian diaspora towards their society of origin, leading to the emergence and development of Croatian virtual diasporic communities and a diaspora cyber culture, as well as increasingly intense transnational practices.

Learning Outcomes

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

1. Develop an understanding of basic terms relating to migration and migration concepts
2. Demonstrate acquired knowledge of migration and post-migration processes through theoretical approaches and a key study
3. Demonstrate theoretical and conceptual knowledge of migration and migration processes to the Croatian diaspora
4. Criticize, define and distinguish between the character and type of Croatian Diaspora communities.
5. Analyze (conceptual-theoretical) the Croatian diaspora-Croatian migrants/emigrants/minority, Croatian emigrant/minority/ethnic/indigenous communities, Croatian migrant virtual communities
6. Identify the Croatian Diaspora by age, gender, causes/time of emigration, space of emigration/immigration.

7. Analyze the identity of the Croatian Diaspora with respect to the socio-historical context and identity diversity / hybridity (local, regional, ethnic, national).
8. Explain the social processes of the Croatian diaspora as a consequence of migration (integration, adaptation, assimilation).

Study Programme Learning Outcomes

Dual-major studies

Sociology

- Analyze the social effects of certain globalization processes
- Evaluate social impact of social changes in society
- Describe the elements of social dynamics
- Describe demographic processes
- Recognize the generators of conflicts in contemporary society
- Recognize the elements of cultural/collective memory
- Apply knowledge of sociological theories in managing conflict situations
- Evaluate appropriate ways of intervention of a certain social issue
- Interpret certain social processes using knowledge of sociological theories
- Discuss about current geopolitical issues

Sociology

Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 0.5 ECTS Esej [EN]
- 1 ECTS Kolokviji [EN]
- 0.5 ECTS Referat [EN]
- 1 ECTS Usmeni ispit [EN]
- 4 ECTS

Week by Week Schedule

1. Introduction: Introduction to the course, program and mode
2. Conceptual explanation: migration terms and concepts
3. Theoretical methodological reviews of migration theories and migration research.
4. Croatian migrations: emigration of Croats within different socio-political systems (from Austria-Hungary to the Republic of Croatia).
5. Croatian diaspora (conceptual definition of diaspora, indigenous minorities, national minorities, emigration / European and overseas emigration).
6. Socio-psychological aspects of migration
7. The breakup of the SFRY, the international recognition of the Republic of Croatia, the Homeland War: the role of the Croatian diaspora.

8. Incorporation processes of Croatian migrants (post-migration social processes: adaptation, integration, assimilation).
9. Return to the Homeland: social, psychological and economic aspects.
10. Women in migration processes.
11. Institutionalisation of the Croatian diaspora: forms of migrant association
12. Croatian diaspora identities: regional, native, ethnic, national, hybrid, multiple identities.
13. Croatian diaspora and transnational spaces: economic, political and social transnationalism.
14. Croatian virtual diaspora: Croatian migrant virtual communities and Croatian migrant cyber culture
15. Final lecture

Literature



Božić Saša -urednik (2012). *Institucionalizacija hrvatske dijaspora*, Jesenski i Turk, Hrvatsko sociološko društvo



Rogić Ivan, Čizmić Ivan (2011). *Modernizacija u Hrvatskoj i hrvatska odselidba*, Institut za društvena istraživanja Ivo Pilar



Perić Kaselj, Marina i Škiljan Filip (ur.) (2018). *Dijasporski i nacionalno manjinski identiteti: migracije, kultura, granice, države*, Institut za migracije i narodnosti

Similar Courses

» -, Oxford

Space and Population

253803

Lecturer



prof. dr. sc.
Roko Mišetić

Course Description

The course aims to familiarize students with the development of the world's population and its distribution on the Earth, particularly highlighting continental and regional differences in light of natural geographical and socio-economic conditions.

Learning Outcomes

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

1. Explain the movement of the number and distribution of the world's population.
2. Explain the natural-geographic conditioning of the development and distribution of the world population.
3. Explain the socio-economic conditionality of the development and distribution of the world population.
4. Explain the impact of population development and distribution on the environment.

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Explain the gravity of the problem of today's level of demographic negativity and emigrants' separation from their home country

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Dual-major studies

ECTS Credits	2.0

English Level L0

E-learning Level L1

Study Hours

15
15

Teaching Assistant
Dino Bečić, mag. geogr.

Grading

Regular attendance at classes, passed mid-semester test, discussion in class and independent preparation of a research assignment.

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

0.5
ECTS Kolokviji [EN]

0.5
ECTS Pismeni ispit [EN]

0.5
ECTS Seminarski rad [EN]

2 ECTS

Week by Week Schedule

1. Introductory lecture
2. Space, theoretical concept and definition
3. World population development
4. Population distribution on Earth
5. Population and natural basis - climate and population
6. Population and natural basis - relief and population
7. Population and natural basis - natural resources and population
8. Mid-semester test
9. Population and socio-economic development - population overcrowding
10. Population and socio-economic development - urbanization and population
11. Population and socio-economic development - development and population 1
12. Population and socio-economic development - development and population 2
13. Population and environment
14. Final lecture
15. Final exam

Literature



Ivo Nejašmić, Ivica Rendulić (2006).
Demogeografija



Alica Wertheimer-Baletić (1999).
Stanovništvo i razvoj



Stjepan Šterc (2015).
Geografski i demogeografski identitet,
Manualia Universitatis
studiorum Zagrabiensis,
Prirodoslovno-
matematički fakultet
Sveučilišta u Zagrebu,
Sveučilišna tiskara

Speaking and Presentation Skills in English

66554



Lecturer



Adrian Jadranko
Beljo,
v. pred.

Course Description

Acquiring techniques and strategies for listening comprehension for academic purposes, improving students' speaking and presentation skills through reading and analyzing texts, as well as discussing topics related to their fields of study, further development of language competence on phonological and semantic level, autonomous integration of acquired speaking and presentation skills in short presentations related to students' fields of study or interests.

Learning Outcomes

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

1. Describe and apply the basic principles of successful presentations in the English language
2. Use key words and expressions in the English language necessary to prepare a proper introduction and conclusion to a presentation
3. Use key words and expressions in the English language necessary to structure the presentation and to describe graphs, charts, tables etc
4. Use strategies to pose and to answer questions in the English language
5. Apply the basic techniques and strategies for successful listening in an academic setting
6. Show presentation skills by presenting a specific topic from their fields of expertise in the English language
7. Support their opinions on a topic from their fields of expertise in the English language

Study Programme Learning Outcomes

Communication Studies

General Competencies

Apply and classify professional terms in various branches of communication sciences in the English language, critically evaluate, present arguments and defend positions on topics from students fields of study in the English language, apply speaking and presentation skills in the English language.

ECTS Credits	5.0
English Level	L0
E-learning Level	L1
Study Hours	60

Grading

Regular attendance and active participation. Preparations, independent reading, written assignments and presentation. Final exam including the written and the oral part. regular attendance and active participation 30%; written assignments 20%; presentation(s) 20%; written exam 15%; oral exam 15%.

Week by Week Schedule

1. Placement test
2. Basic features of a successful presentation
3. Use of different tenses in the English language (adverbs of time and tenses)
4. Essential words and expressions for presenting information about yourself, the institution etc. in the English language
5. Presentation introduction (key words and expressions in the English language + preparation methods)
6. Content and formal structure of the presentation
7. Functional styles - differences between formal and informal styles
8. Essential words and expressions for describing graphs, charts and tables in the English language
9. Non-verbal communication
10. Presentation conclusion (key words and expressions in the English language)
11. Successfully posing and dealing with questions, and providing appropriate answers at the end of the presentation (key words and expressions in the English language)
12. Presentation assessment
13. Essential techniques and strategies for successful listening in an academic environment
14. Student presentations on selected topics
15. Review and evaluation of work in the course

Literature



Hughes J., Mallett, A. (2012). *Successful Presentations*, Oxford: Oxford University Press



Duncan, J., Parker A. (2007). *Open Forum 3: Academic Listening and Speaking*, Oxford: Oxford University Press



Englesko-engleski rječnik po izboru studenata



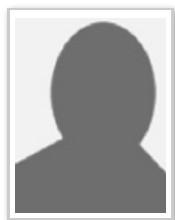
Autentični materijali za slušanje i čitanje

Strategic Thinking in Public Relations

278581



Lecturer



doc. dr. sc.
Danijel Jurković

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

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.

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. Identify, distinguish and correctly apply the principles of project and process management.

Study Programme Learning Outcomes

Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Develop competences in professional and interdisciplinary teamwork

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

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.

Forms of Teaching

» Predavanja

» lectures are performed using ppt presentations and video materials. They include discussions

» Seminar

» Seminar includes interactive work, exercising implementation of various methods and techniques on practical examples.

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



Robbins, S.P., Judge, T.A. (2009). *Organizacijsko ponašanje (12. izdanje)*, Zagreb. MATE i ZŠEM



Sikavica, P. (2009). *Organizacija*, Zagreb: Školska knjiga

Stress and Psychotrauma

144889

Lecturer



Igor Marinić,
nasl. doc. dr.
SC.

ECTS Credits	3.0

English Level L1

E-learning Level L1

Study Hours 30

Grading

Seminar in the written form, oral presentation of the seminar, activity during classes.

Course Description

Introduction to the concept of stress, the impact of stress on mental and physical health, as well as new opportunities in diagnosing, preventing and treating the effects of stress, especially civilian psychological trauma.

Learning Outcomes

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

1. Explain the concept of civil trauma stress from different theoretical perspectives.
2. Distinguish between the concepts of stress, stressors and stress reactions.
3. Summarize the role of the central nervous system and endocrine system in the stress response and genetic factors associated with reactivity to the stressor (trauma).
4. Compare therapeutic approaches to people who have experienced civilian trauma.
5. Analyze the impact of stress on mental and physical health.
6. Explain the principles of prevention, treatment and rehabilitation of civil stress disorders.
7. Explain the application of psychophysiological methods and relaxation techniques in the treatment of civil stress-induced disorders.
8. Describe approaches to coping with stress due to somatic disease.
9. Explain the principles of prevention, treatment, and rehabilitation of stress-related disorders.

Study Programme Learning Outcomes

Psychology

General Competencies

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

Screening of student's work

1
ECTS Pohađanje nastave [EN]

2
ECTS Seminarski rad [EN]

3
ECTS

Forms of Teaching

- » Seminar
 - » Classes will be held in the form of seminars

Week by Week Schedule

1. Introduction to civil stress and psychotrauma
2. Stress reaction models
3. Biological bases of stress response, biological and psychophysiological markers of stress
4. Psychological aspects of stress
5. Somatic aspects of stress
6. Diagnosis and treatment of acute stress reaction
7. Diagnosis and treatment of posttraumatic stress disorder
8. Psychiatric comorbidities of stress induced disorders
9. Somatic comorbidities of stress-induced disorders
10. Application of psychophysiological methods and relaxation techniques in the treatment of stress induced disorders
11. Psychological responses to stress caused by somatic disease and therapeutic approach (cardiovascular diseases, malignant diseases, etc.)
12. Therapeutic approach to victims of civilian trauma (domestic violence, abuse)
13. Therapeutic approach to victims of civilian trauma (victims of robbery, physical assault and injury, natural disasters)
14. A therapeutic approach for people who have experienced stress from losing their jobs and people with burn out syndrome
15. Team communication in stress and crisis situations

Literature



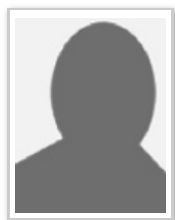
Dražen Begić (2022).
Psihijatrija, Medicinska
naklada

Student Internship

291494



Lecturer



doc. dr. sc.
Vanesa Varga

ECTS Credits 6.0

English Level L0

E-learning Level L1

Study Hours
40
40

Grading

1. Attending an internship (10%) 2. Seminar paper or final report (40%) 3. Practical tasks (50%)

Course Description

Student internship takes place according to the affinities of students and can be realized in different professional environments. In the media, students gain experience in journalism, editorial work, production, digital communications and similar activities. In public relations agencies and other companies engaged in public relations activities, they participate in the development of communication strategies, campaign management, organization of events, work with clients and similar tasks. Also, in institutions and companies that conduct research related to communication sciences, students participate in the collection and analysis of data, conducting surveys and research projects, and preparing expert reports. In this way, students are enabled to gain valuable experience and skills applicable in different professional contexts.

Learning Outcomes

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

1. Apply the acquired theoretical and practical knowledge in a professional context.
2. Explain and integrate the acquired theoretical knowledge and skills with practical work.
3. Apply basic communication skills in specific situations.
4. Explain and evaluate the professional role of professionals in a company or institution.
5. Plan and evaluate their own professional development based on practical experience.
6. Develop the ability to work as a team in a professional environment.
7. Analyze own professional competencies.

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Coordinate discussions and provide explanatory comments on a

number of issues primarily of a communication nature, but also of a social, cultural or political nature

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize the needs and readiness for lifelong professional development

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Develop oral and written communication skills

Develop competences in professional and interdisciplinary teamwork

Develop social skills

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

General Competencies

Explain and integrate the acquired theoretical knowledge and skills with practical work. Apply basic communication skills in specific situations. Develop the ability to work as a team in a professional environment. Explain and evaluate the professional role of professionals in a company or institution. Create basic communication materials (e.g. journalistic report, press release, social media post, short report, etc.). Critically assess one's own professional competencies. Plan and evaluate one's own professional development based on practical experience. Identify challenges and ethical dilemmas in the field of public relations, journalism and research and critically analyze them.

Screening of student's work

2
ECTS Seminarski rad [EN]

1
ECTS Usmeni ispit [EN]

3
ECTS Praktični rad [EN]

6
ECTS

Literature



Paško Bilić (2020).
Sociologija medija



Mato Brautović (2011).
Online novinarstvo,
Školska knjiga



Thomas Brey (2022).
*Kvalitetno novinarstvo
u jugoistočnoj Europi –
Hrvatska: Udžbenik za
uvježbavanje
novinarskih tehnika.*,
Friedrich Naumann
Stiftung.



Glen M. Broom (2010).
*Učinkoviti odnosi s
javnošću*, Zagrebačka
škola ekonomije i
managementa.



Lynette Sheridan Burns
(2009). *Razumjeti
novinarstvo*, Medijska
istraživanja



Simon Cottle (2009).
*Informacije, odnosi s
javnošću i moć.*,
Medijska istraživanja

Student Placements

200304



Lecturers



doc. dr. sc.
Jelena Maričić



izv. prof. dr. sc.
Dario
Vučenović

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.

Learning Outcomes

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

1. Explain and integrate acquired theoretical knowledge and skills with psychological practice
2. Explain and evaluate 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

Study Programme Learning Outcomes

Psychology

Argue the similarities, differences and usability of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences

Critically judge the outcomes and consequences of one's own professional work, as well as one's own professional competences, knowledge and skills in accordance with changes and standards of the profession and national and European regulations

Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.

Assess the compliance of psychological practice with prescribed ethical principles of psychological activity in various areas of theoretical and applied psychology

Self-evaluate responsibility, autonomy and initiative in work

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

Value the importance of lifelong professional development

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours
30
60

Teaching Assistant
Jelena Flego, pred.

Grading

Workplace attendance -
50% Final Report - 25%
Oral Exam - 25%

Screening of student's work

1.5
ECTS Seminarski rad [EN]

1.5
ECTS Usmeni ispit [EN]

3 ECTS Praktični rad [EN]

6 ECTS

Forms of Teaching

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

Week by Week Schedule

1. Orientation meeting; information about the organization of the student practice and potential mentors
2. Choice of Institution and Mentor for Student Practice
3. An arrangement between students and their mentors concerning the timeframe and modality of practice attendance
4. Practice attendance: a one-week placement with the first mentor, on a full-time basis
5. Daily maintenance of a practice diary throughout the duration of the first practice.
6. Writing a detailed report on two cases from the first practice
7. Practice attendance: a one-week placement with the second mentor, on a full-time basis
8. Daily maintenance of a practice diary throughout the duration of the second practice.
9. Writing a detailed report on two cases from the second internship
10. Studying literature that contributes to the appropriate scientific interpretation of the presented cases and applying it in the writing of the report
11. A written comparison of the two institutions where the student completed the practice
12. Preparation of recommendations for enhancing future student practice, along with an outline of the student's preferred path for professional growth
13. Oral exam – reporting on internship experience
14. Oral exam – integrating practice experience with previously acquired academic knowledge
15. Mentor's assessment and delivery of feedback to students

Literature



Literatura za seminarski rad ovisi o područjima u kojima student provodi praksu



Corey, G. (2004). Teorija i praksa psihološkog savjetovanja i psihoterapije. Jastrebarsko: Naklada Slap.

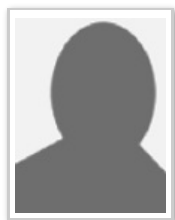
Similar Courses

- » Psihologija savjetovanja, Oxford
- » Vještine psihologijskog istraživanja i klinički intervju, Oxford
- » Vještine u pružanju psihološke pomoći, Oxford

Student's Internship

269863

Lecturer



prof. dr. sc.
Irena Cajner
Mraović

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.

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.

Study Programme Learning Outcomes

Dual-major studies

Sociology

- Evaluate social impact of social changes in society
- Implement an appropriate method to research social phenomena
- Create a project proposal
- Apply qualitative and quantitative data processing programs
- Differentiate sampling methods for social research

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours 30

Teaching Assistants

doc. dr. sc. Erik Brezovec

dr. sc. Ana Marija Dunaj

izv. prof. dr. sc. Marica
Marinović Golubić

izv. prof. dr. sc. Dario
Pavić

doc. dr. sc. Ivan Perkovic

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.



Apply social research methods in labor market analyses
Develop and select different problem-solving strategies

Sociology

Analyze the social effects of certain globalization processes
Evaluate social impact of social changes in society
Implement an appropriate method to research social phenomena
Create a project proposal
Describe the elements of social dynamics
Apply qualitative and quantitative data processing programs
Understand the social mechanisms of interaction

Screening of student's work

¹
ECTS Projekt [EN]

²
ECTS Praktični rad [EN]

³
ECTS

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.

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

Similar Courses

» Social Impact Assessment: Theory and Methods, Oxford

Sustainable Development Policies of the European Union 285543

Lecturer



izv. prof. dr. sc.
Andreja Sršen

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

Grading

Every attendance at lectures and seminars is monitored and recorded, and together with active participation in discussions brings 20% of the grade. Personal oral presentation of a pre-agreed seminar topic and preparation of a written seminar paper carry 30% of the final grade. The final oral exam carries a maximum of 50%.

Course Description

The aim of the course is:

Introduce students to the new EU Sustainable Development Strategies, their role in setting priorities and their implementation in EU policies.

To enable students to understand and interpret European Union policies related to sustainable development.

To train students to know specific environmental problems within the concept of sustainable development at the European level

Learning Outcomes

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

1. Classify understanding of recognition of basic theoretical starting points for sustainable development at the level of EU policies.
2. Demonstrate and interpret data related to measures for the implementation of various EU sustainable development programs.
3. Compare and apply theoretical concepts of sociology to EU energy poverty.
4. Identify eu public policies
5. Appraise aspects of sustainable development in the European Union
6. Analyze the interrelationship of EU public policies

Study Programme Learning Outcomes

Sociology

Analyze the social effects of certain globalization processes
Evaluate social impact of social changes in society
Describe the elements of social dynamics
Discuss about current geopolitical issues

General Competencies

Analysis and interpretation of social phenomena.

Specialized analytical and research skills.

Learning Outcomes - Intellectual (Cognitive) Skills

Analyze the interrelationship of EU public policies

Learning Outcomes - Practical and Generic Skills

Demonstrate and interpret data related to measures for the implementation of various EU sustainable development programs.

Connection of Learning Outcomes and Grading

Identify EU Public Policies.

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Praktični rad [EN]

3
ECTS

Forms of Teaching

- » Predavanja
- » Seminar
- » Terenske vježbe

Week by Week Schedule

1. Introductory lecture - understanding sustainable development in the European context
2. European Union approaches to sustainable development
3. Competences of the European Union in the field of climate change and sustainable development - legal basis, subsidiarity and proportionality
4. European Commission and Investment Plan for a Sustainable Europe
5. Strategic Plan for Sustainable Development of the European Council for the period 2019-2024
6. The European Union and energy poverty
7. Implementation of the EU Biodiversity Strategy 2030 Program in cooperation with EU governments, the European Parliament, other European institutions, international organizations, civil society organizations, citizens and other stakeholders
8. European Commission and instruments for the implementation of sustainable investments intended for the public sector
9. The European Union and the application of state aid for the transition to climate-neutral production processes
10. The transition from a linear economy to a circular economy in the European Union
11. The transition to a sustainable and climate-neutral economy of the European Union

12. Regulations of the European Parliament and of the Council establishing a framework for achieving climate neutrality by 2050.
13. Implementation of the Paris Agreement on Climate Change in the European Union
14. European Union and Intergovernmental Scientific and Political Platforms on Biodiversity and Ecosystem Services
15. Concluding debate - The future of Europe and the perspectives of sustainable development policies

Literature



Matthew Humphreys (2018). *Sustainable Development in the European Union: A General Principle*, Routledge. New York

Additional Literature



Lorena Korošec; Dora Smolčić Jurdana (2013). *Politika zaštite okoliša - integralni dio koncepcije održivog razvitka Europske unije*, Ekonomski pregled, Vol. 64 No. 6.

Similar Courses

» Business Sustainability Management, Oxford

Teaching Grammar in Teaching Croatian Language 234436



Lecturer



prof. dr. sc.
Davor Piskač

ECTS Credits	2.0
English Level	L0
E-learning Level	L1
Study Hours	15
	15

Grading

It is evaluated: - planning and implementation of grammar lessons, - knowledge of Croatian grammar, - evaluation of grammar lessons.

Course Description

Introducing students to methods of using and adapting Croatian school grammar in primary and secondary school lessons (phonology, morphology, and syntax), as well as creating assignments and evaluating students in order to help students:

Learn how to prepare, conduct, and evaluate a lesson based on Croatian school grammar.

Make the necessary adjustments and simplifications to adapt the material to the level of easier grammar comprehension for elementary and high school students.

Problematically distribute grammar elements according to the order of learning.

This would prepare students for teaching the Croatian language subject in primary and secondary schools with the aim of methodically deepening their existing knowledge of the Croatian language acquired during their Croatian Studies program. Additionally, students would be prepared for independent work with the school grammar of the Croatian language and guided in the methodology of selecting texts for grammar learning and practice.

Learning Outcomes

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

1. Explain and apply the norm of the Croatian standard language and recognize deviations.
2. Apply pedagogical-psychological-didactic-methodical competences.
3. Define knowledge about Croatian culture, identity, language and literature in primary and secondary education
4. Apply professional pedagogical competences and different methodological systems for independent teaching.

5. Define and group the basic terms: guide, performance program, individualization, annual plan and program, written preparation for the performance of the lesson; recognize, describe and use the basic rules for working with students and independently compose a written preparation for the performance of the lesson.
6. Argue conclusions in written and oral form.

Study Programme Learning Outcomes

Dual-major studies

Operate with pedagogical documentation related to the performance and records of teaching as well as other documentation related to the complete work of the school.

Design of didactic content: planning, performing and evaluation of teaching

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

Croatology

Define, analyze and argue the Croatian cultural narrative

Define, single out, explain and argue basic terms from lexicology and lexicography

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Describe and classify a word formation

Describe, recognize and apply the fundamental stylistic features of the text

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Praktični rad [EN]

2
ECTS

Week by Week Schedule

1. Work plan on the subject; familiarization with the syllabus, division of tasks, rights and obligations of students, method of passing, list of literature
2. Language, speech, grammar
3. Phonetics, phonology, morphonology
4. Division of sounds, syllables and dividing words into syllables
5. Accent and accented units
6. Voice changes
7. Morphology
8. Variable types of words

9. Declination
10. Conjugation
11. Invariable types of words
12. Syntaxis
13. Sentence
14. Parts of sentence
15. Division of sentences.

Literature



Ham, Sanda (2002).
*Školska gramatika
hrvatskoga jezika,*
Školska knjiga



Babić, Stjepan (2016).
*Gramatika hrvatskoga
jezika,* Školska knjiga

Similar Courses

- » Practical English Grammar, Oxford

The Croatian Humanist Epic

86902

Lecturer



izv. prof. 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.

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.

Study Programme Learning Outcomes

Croatian Latinity

Generic competencies

constructively encourage further development of Croatian
 Latinity as an occupation based on the principles of scientific
 rationality. international recognisability. scientific excellence and
 integrity

apply different methods to explain, comment and interpret all literary scientific works written in Latin or Croatian language

follow and adequately reproduce written and oral presentations of complex academic and non-academic topics

identify and interpret common theoretical starting points of different linguistic and other disciplines as well as literary science

ECTS Credits	4.0

English Level L2

E-learning Level L1

Study Hours 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.

interpret, assess, comment, translate and prepare for publication works and/or documents reflecting Croatian cultural heritage, especially those written in Latin, in accordance with contemporary philological mores and requirements
 think in an interdisciplinary manner and respect diverse scientific methodologies and views on specific issues
 use the professional terminology accepted in fields and professions of contemporary linguistics and science of literature

Specific competencies

in interpreting and processing of texts integrate critical models of thinking characteristic for various literary and linguistic disciplines into a comprehensive ability of philological thinking
 in written and oral form present complex academic and non-academic topics in a clear and innovative manner

Dual-major studies

Croatian Latinity

Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text

Constructively encourage and promote the development of knowledge of Croatian Latinity based on the principles of scientific rationality, international recognition, and scientific excellence

Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian

Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines

Interpret, evaluate, comment, translate and prepare works and/or writings from the Croatian cultural heritage for print, especially Latin ones, in accordance with contemporary philological customs and requirements

Think interdisciplinary and respect different scientific methodologies and views on specific issues and problems

- EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science

Clearly and innovatively present complex academic and non-academic contents in written and oral form

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.

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

0.5
ECTS Usmeni ispit [EN]

4 ECTS

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

Similar Courses

» The Epic Tradition, Nije definirano

The Holocaust

285544

Lecturers



prof. dr. sc.
Renato Matic



doc. dr. sc.
Ivan Perkov

ECTS Credits	4.0

English Level L1

E-learning Level L1

Study Hours

30

15

Grading

Participation in classes and oral examination

Course Description

The aim of the course Holocaust is to provide students with a sociologically grounded analytical framework for understanding the causes, dynamics, and consequences of the Holocaust, as well as its broader social and political context. The course will explore how social structures, ideologies, institutions, and individuals contributed to the implementation of genocide, and how the Holocaust is reflected in contemporary social processes. Through an interdisciplinary approach, students will develop critical analytical skills that will enable them to connect the Holocaust with broader phenomena such as mass violence, collective memory, and human rights.

Learning Outcomes

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

1. Identify the main actors of specific social processes.
2. Use theoretical concepts in the analysis of society.
3. Use sources of scientific information.
4. Explain the current social situation.
5. Explain the elements of social inequality.

Study Programme Learning Outcomes

Dual-major studies

Sociology

Explain the role of sociology in society

Recognize the generators of conflicts in contemporary society

Recognize the elements of cultural/collective memory

Interpret certain social processes using knowledge of sociological theories

Discuss about current geopolitical issues

Sociology

Discuss about current geopolitical issues

Recognize the elements of cultural/collective memory

Recognize the generators of conflicts in contemporary society

Modify the explanations and basic terminology of sociological tradition to target population

Interpret certain social processes using knowledge of

sociological theories

General Competencies

- Critically analyze sociological theories of power and systemic violence.
- Understand the historical context and dynamics of the Holocaust.
- Evaluate the role of the state and society in perpetrating crimes against humanity and genocide.
- Examine the relationship between antisemitism, racism, and nationalism in the context of the Holocaust.
- Compare the Holocaust with other examples of genocide in the 20th and 21st centuries.

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Referat [EN]

2
ECTS Usmeni ispit [EN]

4
ECTS

Week by Week Schedule

1. The Development of Antisemitism Throughout History
2. The Ideologies of Fascism and Nazism
3. Z. Bauman – Modernity and the Holocaust
4. H. Arendt – The Banality of Evil
5. E. Fromm – The Anatomy of Human Destructiveness and the Creation of a Violent Society
6. Operation Reinhard – “The Final Solution to the Jewish Question”
7. Liberation from Nazism and the Nuremberg Trials
8. K. Jaspers – The Question of Guilt and Germany's Responsibility
9. The Culture of Holocaust Remembrance
10. Croatian Society and the Holocaust
11. Genocides After World War II – A Comparative Analysis
12. Holocaust Denial and Neo-Nazism
13. Student Workshops – Social Processes Related to the Holocaust
14. Student Workshops – Collective Memory of the Holocaust
15. Study Visit to Auschwitz-Birkenau

Literature



Hannah Arendt (2002).
Eichmann u Jeruzalemu



Zygmunt Bauman
(2017). *Modernost i
holokaust*



Viktor Emil Frankl,
Suzana Keleković
(2010). *Čovjekovo
traganje za smislom*



Primo Levi (2017). *Zar
je to čovjek*



Renato Matic (2022).
Društvo i otpor fašizmu

Similar Courses

- » Seminar on the Holocaust and Memory, Oxford

The Media: A Critical Approach

96364

Lecturer



doc. dr. sc.
Tomislav
Janović

Course Description

COURSE OBJECTIVES:

- to introduce the most important manifestations and mechanisms of social behavior;
- elucidate the role of communication in forming collective beliefs (public opinion) and collective decision making;

through obligatory reading assignments and discussions in class prompt students to autonomously explore the role of mass communication in contemporary society.

COURSE CONTENT:

In the first part of the course the most important manifestations and mechanisms of social behavior are exposed. In the second part, the processes that influence the formation and change of collective beliefs (public opinion) are elucidated: propaganda, manufacturing of consent, stereotypization, self-presentation, preference falsification, pluralistic ignorance, spiral of silence, false consensus, third-person effect etc., together with the features of human nature that underlie these processes.

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.
6. Explain the emergence, change and research methods of public opinion

ECTS Credits	5.0

English Level L2

E-learning Level L2

Study Hours

15
15

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%

7. Describe two main visions of human nature and their impact on social processes

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Define and describe the disciplines of contemporary communication studies, the history of their development and central problems, and use professional terminology in different areas of communication studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize the needs and readiness for lifelong professional development

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Show the application of theoretical knowledge of communication studies

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

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

Screening of student's work

0.5
ECTS Pohadanje nastave [EN]

2 ECTS Pismeni ispit [EN]

1 ECTS Referat [EN]

1 ECTS Usmeni ispit [EN]

0.5
ECTS active participation in class

5 ECTS

Forms of Teaching

» Seminar

» students' presentations, reading assignments and

discussion of selected texts

Week by Week Schedule

1. Basic information about the course, learning methods, student's obligations, credits, and grading. Short overview of the main topics.
Persons, behavior, action: explanation and justification, causes and reasons, individual and collective behavior, methodological individualism.
2. Motives of actions (beliefs, desires/preferences, interests, emotions); selfishness and altruism; rationality and irrationality; rational choice theory.
3. Collective action problem; group agents; norms and institutions.
4. Collective beliefs and collective decision making: conformism, pluralistic ignorance, rumors and informational cascade.
5. Public opinion in contemporary media society: methods of research, causal factors and ways of shaping, group differences and ideological polarization, influence on politics; aggregative view of public opinion and its shortcomings: "loud minority" and "silent majority", pluralistic ignorance, false consensus, looking glass perception, spiral of silence, third-person effect.
6. Complexity of public opinion: opinions, attitudes, facts; private and public, personal and collective beliefs (Goffman); consistency of beliefs (Billig); shaping and expressing public opinion: cognitive (Lippmann) and social perspective (Blumer and Bourdieu).
7. Public opinion, propaganda and manufacturing of consent: masses and public; stereotypes, symbols, "pictures in the head" and "pseudo-environment" (Lippmann); actual role of public relations and journalism in the manufacturing of consent.
8. Psychology of persuasion: "weapons of influence" (Cialdini); "thinking fast" and "thinking slow" (Kahneman)
9. Media presentation of reality and forming of public opinion: agenda setting, media hypes, rise and fall of issues (van Ginneken)
10. Social media and polarization of public opinion: informational overload, mechanisms of filtering, group identity, deliberation enclave and public sphere (Sunstein).
11. Social media and information cascades: social networks example.
12. Human nature and basic political (ideological) beliefs: "utopian" and "tragic" vision of human nature, political left and political right from the perspective of evolutionary psychology; moral intuitions and moral inference in political communication (Pinker; Haidt)
13. Human nature and basic political (ideological) beliefs: "righteous mind" and social divisions from the perspective of moral psychology; prospects for "constructive disagreement".
14. Conclusions and course recapitulation.
15. -

Literature



Elster, Jon (1999). *Uvod u društvene znanosti: Matice i vijci za objašnjenje složenih društvenih pojava* [poglavlja 2-6, 10-15], Jesenski & Turk,



Elster, Jon (2007). *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences*, , [str. 1-6, 67-79, 214-221, 344-352, 372-386, 401-424], Cambridge University Press, Cambridge



Greg Myers (2004). *Matters of Opinion: Talking about Public Issues*, Cambridge: Cambridge University Press, Cambridge, MA & London: Harvard University Press



John Geer, Wendy Schiller, Richard Herrera, Jeffrey Segal (2012). *"Public Opinion"; u: Gateways to Democracy: An Introduction to American Government* (pogl. 6), Boston: Cengage Learning, 2012.



Jonathan Haidt (2012). *The Righteous Mind: Why Good People are Divided by Politics and Religion*, New York: Pantheon Books

The Media and Children

86357



Lecturer



prof. dr. sc.
Mirko Lukaš

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

Associate Lecturer



izv. prof. dr. sc.
Lana Ciboci
Perša

Course Description

Study Programme Learning Outcomes

Communication Studies

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, videoigre, internet i televizija - što učiniti ako ga hipnotiziraju*, Studio TiM, Rijeka

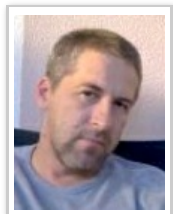


Miliša, Zlatko (2008).
*Odgoj i manipulacija
djecom u obitelji i
medijima :
prepoznavanje i
prevencija*, Marko M.
usluge, Zagreb

Theory of History

61951

Lecturer



prof. dr. sc.
Darko Vitek

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

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 written and oral.

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.

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.
6. Apply what was learned in historical research.

Study Programme Learning Outcomes

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Formulate arguments for and against mutually opposing points of view

Identify and describe the disciplines of contemporary historical sciences, their development and basic problems

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Recognize and name the common theoretical starting points of different historical disciplines

Prepare and present written and oral presentations of complex academic and non-academic content

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.

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Pismeni ispit [EN]

2
ECTS Usmeni ispit [EN]

5
ECTS

Forms of Teaching

- » Predavanja
 - » thematic approach

Week by Week Schedule

1. Introduction to the theory of history and different starting points in the theoretical study of history
2. The theoretical framework of ancient historiography and its presence in modern historiography
3. The theoretical framework of medieval historiography and its presence in modern historiography
4. The theoretical framework of the historiography of humanism and the Renaissance and its presence in modern historiography
5. Age of the Enlightenment and the new organization of knowledge and science, historiography in place a new system of knowledge
6. Pragmatic, apragmatic and objective historiography
7. Historical facts
8. The sign and the history of semiotics and its impact on historical science
9. History and science issues in the history of science
10. Historical science and morality
11. Poststructuralist historiography and its relevance
12. The theory of narrative and historical science
13. The cultural turn in historiography
14. Historical science and logic
15. Social conditioning of historical knowledge

Literature



K. Jenkins (2008).
Promišljanje historije,
Srednja Europa Zagreb



M. Bloch (2008).
*Apologija historije ili
zanat povjesničara*,
Srednja Europa Zagreb



E. H. Carr (2004). *Što je
povijest*, Srednja
Europa Zagreb



L. Hunt (2001). *Nova
kulturna historija*,
Naklada Ljevak, Zagreb

Additional Literature



M. Gross (2001).
*Suvremena
historiografija: Korijeni,
postignuća, traganja*,
Novi Liber, Zagreb

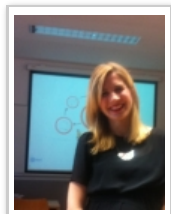
Similar Courses

» Theory and History, Oxford

Theory of Psychological Testing

57115

Lecturer



izv. prof. dr. sc.
Maša Tonković
Grabovac

Course Description

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

Learning Outcomes

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

1. Explain fundamental concepts and psychometric properties of psychological tests.
2. Analyze and critically evaluate psychometric characteristics and validation studies of psychological instruments.
3. Recognize limitations in decision-making based on test results that stem from psychometric properties of tests.
4. Apply procedures of construction and validation of a psychological instrument.
5. Explain and interpret individual test scores.
6. Argue for the appropriateness of psychological instruments in different contexts of application.
7. Design a plan for validating a psychological test.

Study Programme Learning Outcomes

Psychology

Create basic and/or applied psychological research and construct and metrically evaluate psychological measuring instruments

Critically judge multivariate statistical procedures with regard to their limitations and to the satisfaction of theoretical assumptions in concrete application situations

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

ECTS Credits 4.0

English Level L1

E-learning Level L1 (5%)

Study Hours
30
15

Teaching Assistants

dr. sc. Eta Krpanec

dr. sc. Dora Popović

Grading

Student work is continuously assessed, with points awarded for active participation in lectures, experimental work during practical classes, and mid-term exams. In addition, students are required to pass an oral exam, which covers the entire course content and also carries a portion of the points. Based on this continuous assessment, a final grade is assigned.



General Competencies

Upon completion of the course, students will be able to:

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.

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

Learning Outcomes - Intellectual (Cognitive) Skills

Explain fundamental concepts and psychometric properties of psychological tests.

Analyze and critically evaluate psychometric characteristics and validation studies of psychological instruments.

Recognize limitations in decision-making based on test results that stem from psychometric properties of tests.

Learning Outcomes - Practical and Generic Skills

Apply procedures of construction and validation of a psychological instrument.

Explain and interpret individual test scores.

Design a plan for validating a psychological test.

Argue for the appropriateness of psychological instruments in different contexts of application.

Connection of Learning Outcomes and Grading

The midterm exams will assess the following learning outcomes:

- Explain fundamental concepts and psychometric properties of psychological tests.
- Analyze and critically evaluate psychometric characteristics and validation studies of psychological instruments.
- Recognize limitations in decision-making based on test results that stem from psychometric properties of tests.
- Design a plan for validating a psychological test.
- Argue for the appropriateness of psychological instruments in different contexts of application.

The oral examination will assess all learning outcomes.

Screening of student's work

1.5
ECTS Pohađanje nastave [EN]

0.5
ECTS Eksperimentalni rad [EN]

1.5
ECTS Kolokviji [EN]

0.5
ECTS Usmeni ispit [EN]

4 ECTS

Week by Week Schedule

1. Test - definition and importance
2. Composite tests and basic properties of overall test score
3. Item analysis
4. Classical and modern reliability theory, the concept of measurement error
5. Methods for estimating reliability: different procedures and their interpretation
6. Reliability heterogeneous tests; correction for attenuation
7. Item response theory
8. Test validity – different approaches
9. Structural validity: factor validity and MTMM technique
10. Prognostic validity and selection problem
11. Standardization, scoring and norming of the measuring instrument
12. Interpretation of test results
13. Understanding individual differences in test scores
14. Analysis of the psychological profile
15. Test

Literature



Anastasi, A. (2003). Psychological testing (7. izdanje). New York: MacMillian.



Cohen, R. J. & Swerdlik, M. E. (2001). Psychological Testing and Assessment. Boston: McGraw Hill.



Krković, A. (1978). Elementi psihometrije I. Zagreb: Filozofski fakultet.



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



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

Similar Courses

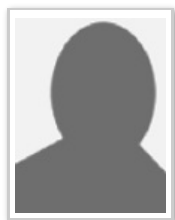
» Teorija psihologijskih testova, Oxford

Therapeutic Pedagogy 1

201466



Lecturer



izv. prof. dr. sc.
Katarina Dadić

Course Description

Produce an awareness of the connection between medicine and pedagogy and contribute to the joint pursuit of medicine and pedagogy to improve the life quality of children and parents. Provide relevant information on health and illnesses that reduce prejudice. Present the possibilities of therapeutic pedagogy with the long-term aim to extend personal boundaries in communication with children with special needs.

Learning Outcomes

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

1. Define basic concepts in the field of therapeutic pedagogy.
2. Explain the basic starting points of therapeutic pedagogy.
3. Explain the place and role of therapeutic pedagogy within the educational sciences.
4. Analyze the interdisciplinary content related to clinical pedagogy.
5. Show the results of recent theoretical research in the interdisciplinary field of pedagogy and medicine.
6. Analyze the different theoretical approaches in the research presented.
7. Demonstrate the connection between theory and practice based on a case study.
8. Demonstrate the ability to plan cognitive and practical goals related to the practice.

Study Programme Learning Outcomes

Croatian Latinity

Dual-major studies

Communication Studies

Croatology

History

History

Sociology

Organize data to create strategies

ECTS Credits 3.0

English Level L0

E-learning Level L2

Study Hours
15
15

Teaching Assistant
dr. sc. Martina Horvat

Grading

Students are required to regularly attend, actively participate in classes, and complete assignments on time, following the instructions given to them. They are obligated to prepare for seminary teaching by reading the intended texts independently. In developing written seminars, they should demonstrate elementary academic literacy and integrity, in addition to the requirements prescribed for each assignment. Students are welcome to give proposals to continuously contribute toward improving the quality of teaching. Active student participation during the implementation of the planned exercises is advisable.

Commitments: 1. Seminar paper prepares the student independently according to predetermined topics. Students will present a selected topic and be evaluated. 2. Colloquiums - according to lectures and seminar papers presented. 3. Written examination - according to the lectures and intended examination

Evaluate appropriate ways of intervention of a certain social issue

literature.

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

0.5
ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

Week by Week Schedule

1. Introduction to the course (introduction to the concept and content of the course; presentation of the intended form of work, examination literature, and assessment details).
2. Therapeutic pedagogy: definition of discipline, the basic concept and historical development, the difference between andragogy and pedagogy in terms of learning, student experience, readiness for learning, focus on learning, applicability in medicine.
3. The concept of health, illness and therapy in the theory of education ("my picture album").
4. Pedagogical ethics: stigmatization and discrimination.
5. Pedagogical-medical service and multiple roles of educator (pedagogue).
6. Educator (pedagogue) - power and limits of action.
7. Loss: grief and child; how to help a grieving child?
8. Working with children with special needs: who are children with special needs?
9. Tips for working with children with special needs (the role of a pedagogue in supporting work with teaching assistants).
10. Hospital School: historical development of an idea.
11. Changing the paradigm of health, illness, learning, and treatment (case studies).
12. Fieldwork (example of good practice).
13. Reflexive methodology: fieldwork experiences.
14. Teaching unit according to students' choice and needs.
15. Concluding reflections: systematization and valorisation of teaching content and evaluation of teachers' work.

Literature



Brajša, Pavao (1994).
Pedagoška komunikologija, Školska knjiga



Davis, Hilton (1998).
Pomozimo bolesnoj djeci, Slap



De Zan, Damir (2013).
Slika i crtež u psihoterapiji djece i obitelji, Medicinska naklada



Gruden, Zdenka (1994).
Psihoterapijska pedagogija, Medicinska zaklada

Additional Literature



Profaca, Bruna;
Puhovski, Sena (2007).
*Kako pomoći
tugujućem djetetu,*
Poliklinika za zaštitu
djece grada Zagreba



Cicak, Maca (2010).
Obitelj i udovištvo,
Ljetopis socijalnog rada



Čizmić, Jozo (2009).
*Pravo na pristup
podacima u
medicinskoj
dokumentaciji,* Zbornik
Pravnog fakulteta
Sveučilišta u Rijeci



Đorđević, Veljko; Braš,
Marijana (2011).
*Komunikacija u
medicini-čovjek je
čovjeku lijek,* Medix:
specijalizirani
medicinski
dvomjesečnik



Jakšić, Maja (2014).
*Gubitak, tugovanje i
pružanje potpore. S
posebnim osvrtom na
nesretno okončanu
trudnoću,* Služba Božja:
liturgijsko-pastoralna
revija



Kordiš, Daria (2016).
*Socijalno-emotivni
razvoj djeteta u ranom
djetinjstvu,* Sveučilište
u Puli, Fakultet za
odgojne i obrazovne
znanosti



Kosić, Katarina (2018).
Tugovanje kod djece,
Sveučilište Josip Juraj
Strossmayer u Osijeku



Kovačević, Milijana
(2012). *Djeca
osnovnoškolske dobi i
stres izazvan gubitkom
drage osobe-
prepoznavanje,
razumijevanje, potpora
i pomoć,* Školski
vjesnik: časopis za
pedagogijsku teoriju i
praksu

Therapeutic Pedagogy 2

201485

Lecturer



prof. dr. sc.
Davor Piskač

Course Description

Produce an awareness of the connection between medicine and pedagogy and contribute to the joint pursuit of medicine and pedagogy to improve the life quality of children and parents. Provide relevant information on health and illnesses that reduce prejudice. Present the possibilities of therapeutic pedagogy with the long-term aim to extend personal boundaries in communication with children with special needs.

Learning Outcomes

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

1. Analyze existing definitions and concepts of health, illness, and construct new concepts (such as psychological euthanasia, special needs teacher, etc.)
2. Explain the basic starting points of therapeutic pedagogy.
3. Explain the place and role of therapeutic pedagogy within the educational sciences.
4. Analyze the interdisciplinary content related to clinical pedagogy.
5. Show the results of recent theoretical research in the interdisciplinary field of pedagogy and medicine.
6. Analyze the different theoretical approaches in the research presented.
7. Relate the acquired theoretical knowledge with good practice examples.
8. Demonstrate the ability to plan cognitive and practical goals related to the practice.

Study Programme Learning Outcomes

Croatian Latinity

Dual-major studies

Croatology

History

History

Sociology

Evaluate social impact of social changes in society

ECTS Credits	3.0

English Level L0

E-learning Level	L2

Study Hours

Grading

Students are required to regularly attend, actively participate in classes, and complete assignments on time, following the instructions given to them. They are obligated to prepare for seminary teaching by reading the intended texts independently. In developing written seminars, they should demonstrate elementary academic literacy and integrity, in addition to the requirements prescribed for each assignment. Students are welcome to give proposals to continuously contribute toward improving the quality of teaching. Active student participation during the implementation of the planned exercises is advisable.

Commitments: 1. Seminar paper prepares the student independently according to predetermined topics. Students will present a selected topic and be evaluated. 2. Colloquiums - according to lectures and seminar papers presented. 3. Written examination - according to the lectures and intended examination literature.

Evaluate appropriate ways of intervention of a certain social issue

Screening of student's work

0.5
ECTS Pohadanje nastave [EN]

0.5
ECTS Kolokviji [EN]

1.5
ECTS Pismeni ispit [EN]

0.5
ECTS Seminarski rad [EN]

3 ECTS

Week by Week Schedule

1. Introduction to the course Therapeutic pedagogy 2. Program scheme and meeting. Group-teacher expectations.
2. The concept of health and illness in educational theory: grounded application of the concepts of pedagogy and pedagogy in medicine, pedagogical theory in the service of pedagogical and medical practice.
3. Integration of pedagogue into medical practice.
4. Psychotherapy pedagogy.
5. Image and drawing in psychotherapy of children and families (working with examples).
6. A child with special requirements.
7. Therapeutic pedagogy: a child's perspective.
8. Therapeutic pedagogy: The perspective of parents.
9. Therapeutic Pedagogy: Perspectives of pedagogues and teachers (teacher meeting childhood illness in the classroom)
10. Provision of pedagogical assistance to families with young children in crisis situations.
11. Pedagogical support for doctors and medical staff in working with children and parents.
12. Illness as a loss or? Children and adults at home and hospital: relationships.
13. Reflective methodology: research experiences from school.
14. Reflective methodology: research experiences from the hospital.
15. Concluding reflections: systematization and valorisation of teaching content and evaluation of teachers' work.

Literature



Brajša, Pavao (1994).
Pedagoška komunikologija, Školska knjiga



Davis, Hilton (1998).
Pomozimo bolesnoj djeci, Slap



De Zan, Damir (2013).
Slika i crtež u psihoterapiji djece i obitelji, Medicinska naklada



Gruden, Zdenka (1994).
Psihoterapijska pedagogija, Medicinska zaklada

Additional Literature



Profaca, Bruna;
Puhovski, Sena (2007).
*Kako pomoći
tugujućem djetetu*,
Poliklinika za zaštitu
djece grada Zagreba



Cicak, Maca (2010).
Obitelj i udovištvo,
Ljetopis socijalnog rada



Čizmić, Jozo (2009).
*Pravo na pristup
podacima u medicinskoj
dokumentaciji*, Zbornik
Pravnog fakulteta
Sveučilišta u Rijeci



Đorđević, Veljko; Braš,
Marijana (2011).
*Komunikacija u
medicini-čovjek je
čovjeku lijek*, Medix:
specijalizirani
medicinski
dvomjesečnik



Jakšić, Maja (2016).
*Gubitak, tugovanje i
pružanje potpore. S
posebnim osvrtom na
nesretno okončanu
trudnoću*, Služba Božja:
liturgijsko-pastoralna
revija



Kosić, Katarina (2018).
Tugovanje kod djece,
Sveučilište Josip Juraj
Strossmayer u Osijeku



Kovačević, Milijana
(2012). *Djeca
osnovnoškolske dobi i
stres izazvan gubitkom
drage osobe-
prepoznavanje,
razumijevanje, potpora
i pomoć*, Školski
vjesnik: časopis za
pedagošku teoriju i
praksu

The Speech Culture

188010

Lecturer



izv. prof. dr. sc.
Karolina Vrbanić
Zrinski

Course Description

Adoption of concepts from speech culture and application of speech rules. Mastering the skills of public appearance and mastering the shame and fear of public speaking and preparing students for work in professions where speech culture, speaking skills and knowledge of the features of verbal and non-verbal communication are constituent part.

Learning Outcomes

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

1. Define the components of speech composition and audience profiling
2. Show speech etiquette and components of speech listening
3. Define and explain non-verbal signs
4. Recognize and name rhetorical figures and styles
5. Show a speech in accordance to rhetorical rules
6. Recognize good argumentation

Study Programme Learning Outcomes

Dual-major studies

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Croatology

General Competencies

During their studies, students of Croatiaology learn the basics of linguistic culture. In the course The Speech Culture, students will be introduced to rhetorical rules, rules of speech etiquette and speech formation. Seminar papers will be presented according to rhetorical rules, from adhering to a predetermined length of presentation and speech composition to etiquette speech.

ECTS Credits	4.0

English Level L1

E-learning Level L1 (10%)

Study Hours

30

15

Grading

Class attendance, 1 ECTS

Seminar paper, 2 ECTS

Oral exam, 1 ECTS

Screening of student's work

ECTS ¹ Pohađanje nastave [EN]

ECTS ² Seminarski rad [EN]

ECTS ¹ Usmeni ispit [EN]

4
ECTS

Week by Week Schedule

1. Defining the notion of speech culture and characteristics of public communication and performance. Differences between public and private speech
2. Rhetorical types: speech types in antique (commendable, political, judicial) and contemporary speech types (speeches in different strategies, official communication - official conversations)
3. Listening as a precondition for quality communication, components of speech listening, the listener as an active participant
4. Speech etiquette - rules of speech etiquette, etiquette in listening and speaking, determining factors of speech etiquette (culture, space, time, hierarchical social ladder, etc.)
5. Speech preparation (research, data collection) and audience profiling
6. Speech composition, speech message properties, humor - models and functions of humor
7. Argumentation and rhetorical cogs - models of argumentation and recognition of rhetorical cogs
8. Non-verbal or interlocutory signs - all signs that participate in speech but are not speech. Cultural differences, roles and meanings of non-verbal signs
9. Proxemic relations - distance and distribution of interlocutors in space, signs of social hierarchy and sociopetality or sociofugality in a communicative relationship
10. Fear of public performance, looking at real and unreal causes. Good preparation for public appearance as essential factor in reducing discomfort and fear
11. Logic in speech, logicalistic style of speech - syllogisms, logical statements, evidence and counter-evidence, clear expressions
12. Poetic and affective in speech, figures in speech and their role (logical figures, tropes, thought figures, word figures, syntactic figures, etc.)
13. Speech - focus on a speaker and aspiration to comprehension, linguistic purism - language as a sign of social and spatial affiliation, speech elegance - aesthetic, cultivated and etiquette's speech
14. Appearance preparation, speech preparation instructions (seminar assignments) and speech performance
15. Performing and analyzing short speeches. Valuation of acquired knowledge

Literature



Bergson, Henri (1987). *Smijeh. O značenju komičnoga*, Zagreb: Nakladni zavod Znanje



Gottesman, Deb i Buzz Mauro (2006). *Umijeće javnog nastupa: Osvojite govornicu koristeći se glumačkim vještinama*, Zagreb: Naklada Jesenski i Turk



Škarić, Ivo (1988). *U potrazi za izgubljenim govorom*, Zagreb: Školska knjiga



Škarić, Ivo (1995). *Odlike hrvatske državne medijske govorničke škole. Govor (12) 1, 33–46*



Škarić, Ivo (2003). *Temeljci suvremenoga govorništva*, Zagreb: Školska knjiga

Similar Courses

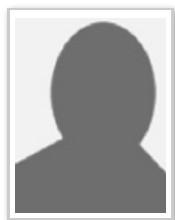
» Govorništvo, Sveučilište u Zagrebu

The Violence of Children and Minors

202473



Lecturer



prof. dr. sc.
Irena Cajner
Mraović

ECTS Credits 4.0

English Level L0

E-learning Level L1

Study Hours
15
15

Teaching Assistant
dr. sc. Ivana Radić, nasl.
doc.

Grading

Final mark consists of
mark for the test and
mark for the seminar
paper.

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.

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.

Study Programme Learning Outcomes

Dual-major studies

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

Sociology

Implement an appropriate method to research social phenomena

Apply knowledge of sociological theories in managing conflict situations

Interpret certain social processes using knowledge of sociological theories

Sociology

Apply knowledge of sociological theories in managing conflict situations

Interpret certain social processes using knowledge of sociological theories

Screening of student's work

1
ECTS Pohađanje nastave [EN]

2
ECTS Kolokviji [EN]

1
ECTS Seminarski rad [EN]

4
ECTS

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 test
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. Uloga promatrača u pojavi nasilja među vršnjacima u školi. Poštovanje ili strah: odnos između moći i nasilja među vršnjacima u školi.
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. The second test
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). *Kriminologija delikata nasilja*, Nakladni zavod Globus

Similar Courses

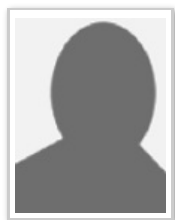
» Juvenile Delinquency, Oxford

Transition, State, Diaspora

226934



Lecturer



doc. dr. sc.
Jadranka
Polović

ECTS Credits 2.0

English Level L0

E-learning Level L1

Study Hours
15
15

Grading

Regular class attendance,
passed preliminary exam,
participation in discussion
during the course,
independent research
work

Course Description

Course objectives: to introduce students with theoretical approaches to statehood, transition and diaspora; to empower students to understand post-Cold War processes in the Eastern, Central and Southeast Europe; to introduce students to the creation of the Republic of Croatia and the Croatian Homeland War; to empower students to understand the overall social context, presenting itself as a challenge to transitional processes; to introduce students to the role of international actors during the process of international recognition, ending the war and the transition strategy selection, as well as the conditions for NATO and EU membership; to empower students to participate independently in the projects of scientific, economic, cultural and various other modes of cooperation with the Croatian diaspora; to empower students to understand, clarify and to predict the future, global migratory trends, as well as the connected security

issues for the region.

Learning Outcomes

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

1. Define and recognize the migratory cycles and integration models, which serve the Croatia's development
2. Define and explain the selective migration flows within the context of a non-identify population
3. Identify the areas of possible integration and functional economic linkage between Croatia and emigration, within the context of security and development
4. Identify, explain and develop models of connecting the state of Croatia and emigrant communities, through various forms of integration
5. Identify the potential of the emigrant community (Croatian diaspora) and to link with them in various different integration patterns in order to fulfil a particular Croatia's need

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

0.5
ECTS Kolokviji [EN]

0.5
ECTS Pismeni ispit [EN]

0.5
ECTS Seminarski rad [EN]

2 ECTS

Week by Week Schedule

1. Introduction: Familiarise the students with the structure, content and objectives of the course; teaching methods employed, evaluation used, the student's obligations, proposal of topics for seminar papers, deadlines
2. Defining fundamental concepts: transition, state and diaspora; presentation of the theoretical approaches
3. Croatia as a part of the former Yugoslavia (1945-1991): political and economic processes, inter-ethnic relations, emigration, Croatian Spring, Croatian emigration and identity
4. Geopolitical changes in Europe and the new structure of Post-Cold war order / Southeast Europe: geographical, historical and political regional determinants
5. Political, economic and social disintegration of Yugoslavia: introduction to war; US reaction; diplomatic initiative of the European Community
6. Croatia 1990-1995: creating a state, defending the national identity (Serb rebellion, Croatian politics towards the B&H, contextual analysis of the military actions - „Flash“ and „Storm“)
7. The role of the Croatian diaspora in supporting the Croatia's independence (humanitarian, military assistance, lobbying)
8. International recognition of Croatia and the great powers
9. Croatian transition: (transformation of both the political and economic system, creating a new values system, foreign policy goals - EU and NATO membership)
10. Critical review of the transitional processes in Croatia, during the 1990's (analysing the factors of failure - war, poor economic, tycoon privatization, resistance to change, corruption and nepotism, Croatia under informal international sanctions, absenteeism investment, the first decade of independence as a "lost developmental period")

11. Impact of external actors, interest of the big powers and international organizations on integration processes and transformation, democratization and Europeanization of Croatia (international recognition, preservation of territorial integrity, choosing a transitional political and economic models as the transitional strategy, conditions for EU and NATO accession); Croatia with regard to the impact of the Conditionality Policy (Copenhagen Criteria): EU political conditions as the default political framework for transformation enactment, modernization and Europeanization of Croatia
12. The impact of Conditionality Policy (Copenhagen Criteria): EU political conditions as the default political framework for transformation. modernization and Europeanization of Croatia
13. Croatia as an EU member: political, demographic, economic and social challenges
14. Croats in Bosnia and Hercegovina as an important issue for the Croatian foreign policy (Croatia as a Dayton Agreement signatory, government strategy for protecting the Croatian people, weakened B&H constituency)
15. Geopolitical environment of the Republic of Croatia (Bosnia and Hercegovina, Kosovo; Macedonia and Serbia) and the underlying security challenges

Literature



Bilandžić, Dušan (2001). *Propast Jugoslavije i stvaranje moderne Hrvatske*, Zagreb, AGM



Živić, D.; Bing, A.; Marijan, D. Radelić, Z.; Berić, N. (2006). *Stvaranje hrvatske države i domovinski rat*, Zagreb: Školska knjiga



Polović, Jadranka (2004). *Utjecaj SAD na hrvatsku politiku u razdoblju od 1990.- 2000. godine*, Split: Marjan tisak



Radelić, Zdenko (2006). *Hrvatska u Jugoslaviji 1945.- 1991.*, Zagreb: Školska knjiga

TV Journalism

57245

Lecturer



izv. prof. dr. sc.
Ivana Greguric

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.

Learning Outcomes

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

1. Define TV journalism and explain its characteristics.
2. Develop the skills of distinguishing and applying the main means of television expression in TV journalism.
3. Develop visual and verbal communication skills needed in TV journalism.
4. List, differentiate and use the most important forms of television journalistic expression.
5. Demonstrate the skills of independent collection, verification and journalistic shaping of information appropriate for the TV medium
6. Demonstrate the skill to independently record and edit short TV clips.
7. Demonstrate the ability to independently publish YouTube video clips.
8. Develop the skills of journalistic storytelling with a moving image, without using the narrator's voice.

Study Programme Learning Outcomes

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Develop oral and written communication skills

Develop social skills

ECTS Credits 4.0

English Level L2

E-learning Level L1 (10%)

Study Hours 30

Teaching Assistant
dr. sc. Vesna Karuza
Podgorelec

Grading
Project, written exam,
class activity.

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

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.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Pismeni ispit [EN]

¹
ECTS Projekt [EN]

4
ECTS

Week by Week Schedule

1. Course introduction;
2. Television journalism - characteristics, specificities, importance;
3. Exercises in searching, collecting, verifying and processing information;
4. Exercises in searching, collecting, verifying and processing information;
5. Exercises in recording short statements;
6. Exercises in recording short statements;
7. Shooting a stand-up;
8. Forming a television newsroom and organizing its work;
9. Exercises in shooting and editing a small television show.
10. Exercises in shooting and editing a small television show.
11. Exercises in shooting and editing a small television show.
12. Publishing video clips on YouTube
13. Student project presentations
14. Student project presentations
15. Student project presentations

Literature



Perišin, Tena (2010).
Televizijske vijesti,
Zagreb



Postman, Neil (2008).
*How to Watch TV News:
revisited Edition*,
Penguin Books, New
York

Similar Courses

- » Elektronički mediji: Radijsko i televizijsko izvješćivanje; Odjel komunikologije Sveučilišta u Dubrovniku, Oxford

Violence Against Children and Among Children

239941

Lecturer



Gordana Buljan-Flander,
nasl. prof. dr.

Associate Lecturer



Dora Korać,
mag. psych.

ECTS Credits 3.0

English Level L0

E-learning Level L1

Study Hours
15
15

Teaching Assistant
Ana Raguž Šutalo, mag.
psych.

Course Description

The aim of the course is to acquaint students with violence against and among children with special reference to peer violence and cyberbullying. The course also aims to sensitize students to violence and child abuse and peer violence, and provide students with an in-depth understanding of the basic effects of abuse and neglect and peer violence on children's healthy development and consequences in later life, and to raise awareness of prevention and assistance to neglected and abused children, and children who commit and experience peer violence.

Learning Outcomes

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

1. Define the concept of violence, abuse, and neglect.
2. Describe key theoretical models of the causes of violence.
3. Differentiate the basic forms and signs of recognizing abuse and neglect.
4. Identify the key emotional, cognitive, social, and behavioral consequences of abuse and neglect.
5. Explain the role of the psychologist in working with abused children and children who have committed violence.
6. Analyze current legal provisions on the protection of children from abuse.

Study Programme Learning Outcomes

Psychology



Critically evaluate professional and scientific literature from psychology and related disciplines and create new scientific knowledge

Support cooperation in interdisciplinary team work and create constructive professional relationships with experts of collaborating disciplines

Assess the compliance of psychological practice with prescribed ethical principles of psychological activity in various areas of theoretical and applied psychology

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities

Evaluate different theories, paradigms and methodological approaches in psychology when planning assessment and interventions with individuals, groups and organizations

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

General Competencies

Explain and differentiate the concepts of violence, abuse, and neglect. Describe and critically evaluate key theoretical models explaining the causes of violence.

Describe and differentiate the basic forms and indicators of recognizing abuse and neglect.

Identify the key emotional, cognitive, social, and behavioral consequences of abuse and neglect.

Explain the basic characteristics of perpetrators of abuse.

Explain the role of the psychologist in working with abused children and children who have committed violence.

Screening of student's work

0	Pohađanje nastave [EN]
ECTS	
0	
ECTS	

Week by Week Schedule

1. Introductory lecture: Course syllabus
2. Defining the problem of violence
3. Theoretical models explaining the causes of violence
4. Attachment
5. Abuse (forms, signs of recognition, consequences)
6. Neglect (forms, signs of recognition, consequences)
7. Bullying
8. Cyberbullying
9. Sexting and sextortion as forms of cyberbullying
10. Children's exposure to family and peer violence
11. Who are the perpetrators of abuse?
12. Signs of specific forms of abuse and peer violence based on examples and video materials, followed by group discussion

13. Traumatic experience of abuse and its consequences (emotional, cognitive, social, behavioral)
14. General approach of psychologists to abused children, as well as children who commit or experience violence (indicators, interviewing, procedures, support)
15. Development of the idea of child protection from abuse and current legal regulations.

Literature



Bilić, V., Buljan Flander, G., Hrpka, H. *Nasilje nad djecom i među djecom.*, Jastrebarsko: Naklada Slap (2012).

Word Formation in the Croatian Language

201805



Lecturer



Mario Grčević,
prof. dr. sc.

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

Teaching Assistant
dr. sc. Lidija Bogović

Grading

It is assessed the participation in class, activities during the class, the quality of the seminar paper.

Course Description

The goal of the course is to enable the adoption of a theoretical-analytical framework, in order to clearly understand the difference between word formation and other linguistic disciplines and parts of grammar.

Learning Outcomes

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

1. Compare the motivated and the non-motivational words.
2. Define the form of the word formation.
4. Analyze the morphological description of the formation bases.
5. Define determination of word order in the word formation.

Study Programme Learning Outcomes

Dual-major studies

Croatology

Screening of student's work

1
ECTS Pohađanje nastave [EN]

1
ECTS Kolokviji [EN]

1
ECTS Usmeni ispit [EN]

3
ECTS

Week by Week Schedule

1. Relation between word formation and the other linguistic disciplines.
2. Terminology of word formation.
3. Relation between word formation and lexical meaning of words
4. Basic divisions in word formation.

5. Marginally word formation.
6. Word formation of nouns.
7. Word formation of nouns.
8. Word formation of nouns.
9. Word formation of nouns.
10. Word formation of adjectives.
11. Word formation of adjectives.
12. Word formation of adjectives.
13. Word formation of verbs.
14. Word formation of verbs.
15. Word formation of adverbs.

Literature



Babić, Stjepan (2020). *Tvorba riječi u hrvatskome književnome jeziku. Treće, poboljšano izdanje.*, Zagreb: Hrvatska akademija znanosti i umjetnosti – Nakladni zavod Globus



Barić, Eugenija i drugi (2005). *Hrvatska gramatika, četvrto izdanje*, Zagreb: Školska knjiga, str. 285–389.

Additional Literature



Grčević, Mario (2016). *Croatian, u: Word-Formation : An International Handbook of the Languages of Europe. Volume 4.*, (niz Handbücher zur Sprach- und Kommunikationswissenschaft, 40/4).

Similar Courses

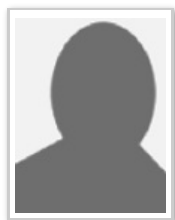
- » Morfologija hrvatskoga jezika, Oxford
- » Leksikologija i leksikografija hrvatskoga jezika, Oxford

Working with Groups

173686



Lecturer



izv. prof. dr. sc.
Dario
Vučenović

Course Description

Course content will enable students to develop general and specific competences related to mastering basic knowledge and group work skills, as well as planning, evaluating and evaluating the outcomes of group treatment. Also, the subject's goal will be to understand, evaluate and know the processes and dynamics of group work and develop sensitivity and personal capacities to guide group processes. Students will participate in the work of different specific groups and develop group leadership skills and their own communication skills. In this way, students will strengthen their specific professional skills for working with groups.

Learning Outcomes

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

1. List models of psychological assessment and counseling in working with individuals, groups and organizations.
2. Choose appropriate research methods and strategies for intervention according to the characteristics of members of different social groups and cultures and the specifics of their environmental and social context
3. Argue similarities, differences and usability of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences
4. Explain theoretical concepts and scientific knowledge in creating interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities
5. Apply skills of oral and written professional communication and interdisciplinary collaboration in different professional environments

Study Programme Learning Outcomes

Psychology

ECTS Credits	3.0
English Level	L0
E-learning Level	L1
Study Hours	30

Teaching Assistant
Ana Raguž Šutalo, mag.
psych.

Grading

The conditions for taking the course include the signature of the teacher as proof of regular attendance (max. 3 absences) and independent work and practical work provided in smaller groups. Scoring and monitoring student work: attendance attendance 30% and written report within the independent work of students 70%. For a positive final assessment, it is necessary to have a minimum of 70% of the obligations due to the teaching load (attendance attendance and based on independent work report).

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
ECTS Pohađanje nastave [EN]

2
ECTS Seminarski rad [EN]

3
ECTS

Forms of Teaching

- » Seminar
 - » once a week, two hours

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. Ethical guidelines and standards of psychological activity in working with groups
5. Planning and structuring group work
6. Identifying needs, identifying members, motivating members and preparing the environment
7. Group structure and group processes. Phases of group work and group roles
8. Types of personalities and group roles
9. Evaluation in treatment groups - monitoring and evaluation of group work
10. Supervision in group work
11. 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. Closure

Literature



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



Hrvatska psihološka
komora (2004). *Kodeks
etike psihološke
djelatnosti*, Hrvatska
psihološka komora

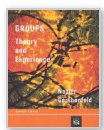
Additional Literature



Ellis, A. (2005).
*Svladavanje otpora u
psihoterapiji*, Naklada
Slap



Glynis M. Breakwell
(2007). *Vještine
vođenja intervjua*,
Naklada Slap



Rodney Napier, Matti K.
Gershenfeld (2004).
Groups, Houghton Mifflin
College Division

Similar Courses

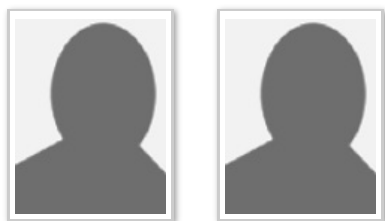
» Psihološko savjetovanje, Oxford

Working with Students with Special Educational Needs

201210



Lecturers



Adinda Dulčić, Katarina Pavičić
nasl. izv. prof. Dokoza,
dr. sc. nasl. izv. prof.
dr. sc.

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

Grading
Final exam

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.

Learning Outcomes

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

1. 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. Explain contemporary insights and achievements in working with pupils with special educational needs in accordance with the European and global achievements,
5. Define 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.

Study Programme Learning Outcomes

Psychology

Argue the similarities, differences and usability of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences
Critically evaluate professional and scientific literature from psychology and related disciplines and create new scientific knowledge

Support cooperation in interdisciplinary team work and create constructive professional relationships with experts of collaborating disciplines

Assess one's own oral and written professional communication skills and create complex communications and interdisciplinary cooperation in different professional environments

Self-evaluate responsibility, autonomy and initiative in work

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

Value the importance of lifelong professional development

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.

Screening of student's work

¹
ECTS Pohađanje nastave [EN]

²
ECTS Pismeni ispit [EN]

³
ECTS

Forms of Teaching

» Predavanja

» Lectures will be held once a week (2 h) every Tuesday throughout the semester

Week by Week Schedule

1. Models of support in education of children with special needs
2. Psychodiagnostic assessment of children with developmental disabilities
3. Overview of diagnostic and therapeutic procedures in rehabilitation and education of children with special needs
sostic assessment of children with developmental disabilities
4. Children with hearing impairment
5. Children with visual impairment
Children with motor impairment
6. Children with cognitive difficulties
7. Field learning
Colloquium exam 1
8. Children with speech and language disorders
9. Specific learning difficulties
10. Social pragmatic disorder and autism

11. Children with selective mutism
Children with ADHD
12. Working with gifted and talented children
13. Sensibilisation of environments for inclusive education
14. Field learning
Colloquium exam 2

Course overview and analysis

15. Course overview and analysis

Literature



Adinda Dulčić, Katarina Pavičić Dokoza, Koraljka Bakota, Lidija Čilić Burušić (2012). *Verbotalni pristup djeci s teškoćama sluha, slušanja i govora*, Artrezor, Zagreb



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



(15). *Pravilnik o osnovnoškolskom odgoju i obrazovanju učenika s teškoćama u razvoju*, Narodne novine

Additional Literature



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

Similar Courses

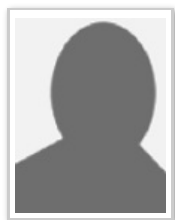
- » Metodika rada s djecom s posebnim potrebama, Oxford

World Population

253109



Lecturer



Sanja Klempić
Bogadi,
nasl. prof. dr.
sc.

Course Description

Courses objectives:

- introduce students to fundamental demographic indicators, processes and the state of the world's population
- define and explain development trends of world population as well as contemporary characteristics of world population
- explain to students the contemporary demographic determinants and the impact of migration on the demographic profile of the world
- develop students' ability to identify significant spatial (regional) variations in demographic development
- explain to students the significance of demographic planning within concepts and strategies of spatial governance
- introduce students to examples of population policy implementation and models of demographic revitalization
- develop students' understanding of the correlation between demographic processes and global systems, as well as overall spatial development
- develop students' awareness of the importance of population in contemporary global spatial relations and processes
- develop students' ability to forecast the future development and characteristics of the world population

Learning Outcomes

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

1. Explain the key demographic processes and analyze the main demographic indicators of the world population
2. Define the trends in global population development
3. Explain migration processes and their impact on the contemporary demographic profile of the global population
4. Analyze demographic processes and explain the spatial variations in demographic development
5. Explain the importance and impact of population in space

ECTS Credits 2.0

English Level L1

E-learning Level L1 (5%)

Study Hours
15
15

Grading

Regular attendance of classes, active monitoring of classes, discussion in class, independent preparation and presentation of a seminar paper and oral exam

6. Define relations and links between population and other systems and the role population plays in functional planning and spatial organisation
7. Explain the fundamental principles of population policies

Study Programme Learning Outcomes

Demography and Croatian Diaspora

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop the ability to terminologically understand demographic and immigrant terms in students

Develop a scientifically independent opinion on demographic and emigrant issues

Develop a sense of security and correctness in the research process in order to prove the conditionality of the population, emigration and economy

Develop a critical attitude towards statistical data and literature relevant to research on the population and Croatian emigration

Interpret data on Croatian and global population and emigration

Dual-major studies

Screening of student's work

0.5
ECTS Pohađanje nastave [EN]

0 ECTS Pismeni ispit [EN]

0.5
ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

2 ECTS

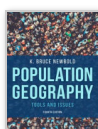
Week by Week Schedule

1. Introductory class
2. Theoretical approaches to world population research
3. Spatial allocation of world population
4. Population development
5. Fertility
6. Mortality
7. Urbanization
8. World cities
9. Internal migration
10. International migration - global overview
11. Contemporary challenges of international migration
12. Global population ageing
13. Ageing and labor force
14. Population policies
15. Population and the Sustainable Development Goals

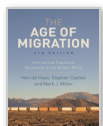
Literature



Nejašmić, Ivo (2005). *Demogeografija: Stanovništvo u prostornim odnosima i procesima*, Školska knjiga



Newbold, K. Bruce (2021). *Population Geography. Tools and Issues*, Rowman & Littlefield



de Haas, Hein; Castles, Stephen; Miller, Mark. J. (2020). *The Age of Migration. International Population Movements in the Modern World*, Red Globe Press



May, John F.; Goldstone, Jack A. (ur.) (2022). *International Handbook of Population Policies*, Springer

Similar Courses

» Understanding Population Change, Oxford

Youth Subcultures

269952

Course Description

The goal of this course is to enable the review of the social processes of the subculturalization of young people. It includes the recognition of the phenomena, adoption of the sociological terminology and research approaches related to the subcultures of the young people. The course also includes the understanding of the multiparadigmatic development of the sociology of youth subculture.

ECTS Credits 4.0

English Level L0

E-learning Level L1

Study Hours 15
15

Learning Outcomes

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

1. Describe the basic sociological approaches to the subcultures of young people.
2. Recognize the sociological terminology in the youth subcultures study
3. Explain the connection of the theoretical concept in the youth subculture studies
4. Explain the importance of the sociological study of the youth subcultures
5. Criticize the different theoretical approaches to the subject of the youth subcultures

Grading

Written exam/oral exam/seminar paper

Study Programme Learning Outcomes

Dual-major studies

Sociology

Evaluate social impact of social changes in society
Describe the elements of social dynamics
Compare different theoretical traditions in sociology

Sociology

Evaluate social impact of social changes in society
Describe the elements of social dynamics
Compare different theoretical traditions in sociology

Forms of Teaching

- » Predavanja
 - » Frontal
- » Seminar
 - » Discussion

Literature



Benjamin Perasović (2001). *Urbana plemena*, Hrvatska sveučilišna naklada, Zagreb



Rašeljka Krnić, Benjamin Perasović (2013). *Sociologija i party scena*, Naklada Ljevak; Zagreb

Similar Courses

- » -, Oxford

Yugoslav security services from 1944. to 1992.

Lecturer



doc. dr. sc.
Vladimir
Šumanović

ECTS Credits	3.0

English Level L1

E-learning Level L1 (10%)

Study Hours 30

Grading

Assessment will be based on active participation in teaching, writing a seminar paper and examinations

Course Description

Although the security services of socialist Yugoslavia have an extremely high impact on the daily life of the population in the former Yugoslavia and not only at the level of the primary form of repression (liquidation, arrests and exile abroad), but also in the educational and journalistic activities (through the creation of a basic corps to the public of knowledge of reading the more important social topics), their character has remained almost completely unexplored. For this reason, this course aims to fill this void in history.

Learning Outcomes

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

1. Explain the complex character of Yugoslav security services
2. Explain to students the real character of Yugoslav security services in contrast to the popular opinion
3. Explain and promote the importance of the discussion between students and between students and professor.
4. Analyze the knowledge of students via test.
5. Explain the differences between the security services of communist countries
6. Explain the consequences of the work of the Yugoslav socialist security services

Study Programme Learning Outcomes

Dual-major studies

History

History

Screening of student's work

ECTS 2 Pismeni ispit [EN]

ECTS ¹ Seminarski rad [EN]

3
ECTS

Week by Week Schedule

1. Basic concepts and key figures of the security services of socialist Yugoslavia
2. The formation of OZNA and its operation until the establishment of communist rule in Serbia
3. Soviet occupation of Serbia and the establishment of communist rule in the eastern part of the former Yugoslavia
4. The end of World War II and the establishment of communist rule in the western part of the former Yugoslavia
5. The activity of the security services of the restored Yugoslav state in the last years of the war and in the first years of the war
6. Repression of Yugoslav Communist Authorities towards National Minorities
7. Repression of Yugoslav Communist Authorities towards Religious Communities
8. Repression of the Yugoslav Communist authorities against dissidents from their own ranks
9. Creating a false past with the example of World War II
10. The fall of Aleksandar Ranković
11. Repression of Yugoslav Communist Authorities Towards Croatian Political Emigration
12. Relationship between Yugoslav security services
13. SFRY after the death of Josip Broz Tito
14. The long year of 1991: From the new Croatian constitution in December 1990 to the dissolution of the SFRY in April 1992
15. SFRY Security Services after its breakup

Literature



Ivo Banac (1990). *Sa Staljinom protiv Tita*



Svetko Kovač, Bojan B. Dimitrijević, Irena Popović (2016). *Slučaj Ranković*



Zvonko Ivanković-Vonta (1988). *Hebrang*



Josip Jurčević (2005). *Bleiburg*



Davor Marijan (2008). *Slom Titove armije*

Lecturers

izv. prof. dr. sc. **Ivan Andrijanić**



-Indian Philosophy

Toni Babarović, nasl. prof. dr. sc.



-Factor Analysis
-Regression Analysis

prof. dr. sc. **Vanda Babić Galić**



-Croatian Cultural Tourism

Joško Badžim, dr. sc.



-Population, Migrations, and National Security

izv. prof. dr. sc. **Ivan Balabanić**



-Graduate work

doc. dr. sc. **Monika Bališa**



-Contemporary International Migration
-Croats in Germany
-Famous Croats Worldwide

Dino Bečić, mag. geogr.



-Corporate Demography
-Space and Population

Adrian Jadranko Beljo, v. pred.



-Speaking and Presentation Skills in English

doc. dr. sc. **Mijo Beljo**



-Croatian Military History and Homeland War
-Croatian Political History from 1990 to 1995
-Diploma Thesis (Science Stream)
-History of education
-Master thesis
-Military-political relations in Bosnia and Herzegovina 1990-1995
-Social Changes in the Republic of Croatia in 20th Century

Mia Biturajac,



-Media and Bioethics

Tamara Bodor, dr. sc.



-Croatian emigrant media
-Croatian Woman in Emigration
-Field trip 2

Lidija Bogović, dr. sc.



-Lexicology and Lexicography of the Croatian Language
-Word Formation in the Croatian Language

Duje Bonacci, mr. sc.



-Public Promotion of Science

Krunoslav Borovec, nasl. doc.
dr. sc.



-Deviance at the Workplace

izv. prof. dr. sc. **Lovorka
Brajković**



- Clinical Psychodiagnostics
- Developmental Psychology
- Health Psychology
- Motivation in Teaching Croatian Language
- Palliative Care
- Preparation of prevention programs
- Production Thesis
- Production Thesis
- Psychological Testing Skills and Clinical Interview
- Psychosocial adaptation of Croatian war veterans in war and devastation

Andreja Brajša-Žganec, nasl.
prof. dr. sc.



-Educational Psychology

Tomislav Brandolica, mag. hist.



- Croatian Spring: Intellectual and Political History
- Democratic Changes in the Republic of Croatia

prof. dr. sc. **Marijana Braš**



-Palliative Care

Petrana Brečić, nasl. izv. prof. dr.
sc.



-Production Thesis

doc. dr. sc. **Erik Brezovec**



- Contemporary social theory
- Contemporary Sociological Theories
- Digital Sociology
- Diploma Thesis (Science Stream)
- Graduate work
- Phenomenological Sociology
- Social Cognition and Perception
- Sociology of Social Changes
- Student's Internship

izv. prof. dr. sc. **Domagoj
Brozović**



- Croatian Writers of European Reference
- Diploma Thesis (Science Stream)
- History of Croatian Cinema
- Introduction to Scientific Research
- Master thesis
- Pagan and Christian Themes in Croatian Literature

Gordana Buljan-Flander, nasl.
prof. dr. sc.



-Violence Against Children and Among Children

izv. prof. dr. sc. **Ivan Burić**



- Graduate work
- Legal and Ethical Public Relations Standards
- Mass Communication Research Methodology
- Opinion Polls and Media Market Research
- Qualitative Research Methods in Communication Sciences
- Quantitative Research Methods in Communication Sciences
- Research Project

Josip Burušić, nasl. prof. dr. sc.



-Personality Psychology

izv. prof. dr. sc. **Rona Bušljeta
Kardum**



- Active Learning Strategies
- Legal Bases and Pedagogical Documentation
- Master thesis
- Methods of Teaching History
- Practical Exercises in the Methodology of Teaching [History]

Nadica Buzina, nasl. izv. prof. dr.
sc.



-Forensic Psychiatry

prof. dr. sc. **Irena Cajner**

Mraović



- Corporate Social Responsibility
- Criminology of Bullying
- Deviance at the Workplace
- Graduate work
- Sociology of Domestic Violence
- Sociology of Social Control and Police
- Student's Internship
- The Violence of Children and Minors

Iva Černja Rajter, nasl. doc. dr.

sc.



- Practice - research methods of mass communication

Krešimir Dabo, nasl. doc.



- Research Project

Lovre de Grisogono, dr. sc.



- Sociology of Human Resources Management

prof. dr. sc. **Nikša Dubreta**



- Sociology of Drug Abuse

Ana Marija Dunaj, dr. sc.



- Corporate Social Responsibility
- Legal and Ethical Public Relations Standards
- New Media and Digital Marketing
- Risk Management and Crisis Communication
- Sociology of Social Control and Police
- Student's Internship

Jelena Flego, pred.



- Developmental disabilities of Children and Youth
- Developmental Psychology
- Development in the Social Context
- Practical Exercises in the Methodology of Teaching [Psychology]
- Student Placements

izv. prof. dr. sc. **Lana Ciboci**

Perša



- Research Project
- The Media and Children

prof. dr. sc. **Zvonimir Čuljak**



- Master thesis

izv. prof. dr. sc. **Katarina Dadić**



- Childhood Pedagogy
- Correlation Practicum in the Methodology of Teaching
- Graduate work
- Methods of Teaching Sociology
- Parenting pedagogy
- Pedagogy
- Practical Exercises in the Methodology of Teaching [Sociology]
- Sociology of Education
- Therapeutic Pedagogy 1

prof. dr. sc. **Šime Demo**



- Croatian Latinity Genres
- Master thesis
- Methods of Teaching Latin
- Oral Latin
- Practical Exercises in the Methodology of Teaching [Latin Language and Literature]

Adinda Dulčić, nasl. izv. prof. dr.

sc.



- Working with Students with Special Educational Needs

prof. dr. sc. **Ivo Džinić**



- Master thesis
- Philosophy of Myth and Religion

prof. dr. sc. **Ivana Franić**



- Croatian lexicography

prof. dr. sc. **Viktorija Franić Tomić**



-Master thesis

doc. dr. sc. **Alena Gizdić**



-Group Processes and Impacts

Mario Grčević, prof. dr. sc.



-Croatian Language Policy
-Croatian Linguistic Prescription
-Lexicology and Lexicography of the Croatian Language
-Master thesis
-Word Formation in the Croatian Language

izv. prof. dr. sc. **Ivana Greguric**



-Bioethics
-Master thesis
-Media and Bioethics
-Philosophy of communication
-Production process in the Media
-Research Project
-Risks of Mass Communication
-TV Journalism

Martina Horvat, dr. sc.



-Correlation Practicum in the Methodology of Teaching
-Parenting pedagogy
-Pedagogy
-Therapeutic Pedagogy 1

doc. dr. sc. **Tomislav Janović**



-Mass Communication: Political Aspects
-Master thesis
-New Media and Digital Marketing
-Research Project
-The Media: A Critical Approach

Katarina Jelić, mag. psych.



-Clinical Psychodiagnostics
-Preparation of prevention programs

Zygfryd Eckardt Gehrman,
prof. emer. dr. sc.



-Cultural and linguistic diversity in Europe/
Kulturelle und sprachliche Diversität in Europa
-Globalization and the Language of Science/
Globalisierung und die Sprache der Wissenschaft

doc. dr. sc. **Eva Katarina Glazer**



-Croatian Cultural History
-Diploma Thesis (Science Stream)
-Global Antiquity
-History and Archeology
-History of Palestine
-Master thesis
-Research Group - Interpretation of Medieval Sources
-Social Development and Rise of Eastern Mediterranean Civilisations

izv. prof. dr. sc. **Zrinka Greblo Jurakić**



-Production Thesis

Tanja Grmuša, nasl. izv. prof. dr. sc.



-Media Management
-Research Project

prof. dr. sc. **Neven Hrvatić**



-Graduate work
-Master thesis

Ivana Jeleč Bulić, pred.



-Image, Reputation Management and Lobbying
-Public Relations Practicum

izv. prof. dr. sc. **Marko Jerković**



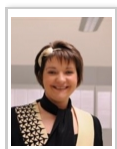
-Diploma Thesis (Science Stream)
-Master thesis
-Master thesis
-Overview of Latinity in the Age of Humanism and the Renaissance
-Overview of Latinity in the Post-Renaissance Period
-Overview of Medieval Latinity

Ljubica Josić, nasl. izv. prof. dr.

sc.



-Mass Communication: Cultural Aspects

izv. prof. dr. sc. **Tado Jurić**-Corporate Demography
-Immigration Modelsdoc. dr. sc. **Dunja Jurić Vukelić**

-Production Thesis

doc. dr. sc. **Danijel Jurković**-Croatian Political History
-Croatian Spring: Intellectual and Political History
-Research Project
-Strategic Thinking in Public Relationsdoc. dr. sc. **Marko Kardum**

-Master thesis

Vesna Karuza Podgorelec, dr.

sc.



-TV Journalism

Ivica Kinder, nasl. doc. dr. sc.

-Diplomatic and Consular Affairs

Sanja Klempić Bogadi, nasl.

prof. dr. sc.

-Graduate Thesis
-Regional Demography
-World Population**Zoran Komar**, nasl. v. pred. mr.

sc.

-Human resources management
-Military and Postwar Psychology-Croatian and International Experiencesizv. prof. dr. sc. **Monika****Komušanac**-Demographic Resources and Potentials
-Demographic Revitalization Patterns
-Demographic Study
-Electoral Systems
-Graduate Seminar
-Graduate Thesis
-Graduate work
-Master thesisdoc. dr. sc. **Vanja Kopilaš**-Cognitive Psychology
-Production Thesis**Dora Korać**, mag. psych.-Cognitive Psychology
-Health Psychology
-Psychobiosocial Approach to the Treatment and Rehabilitation of People with Mental Health Difficulties
-Social Cognition and Perception
-Violence Against Children and Among Childrenizv. prof. dr. sc. **Wolffy Krašić**-Croatian Catholic Missions
-Croatian Emigration and the Homeland War
-Croatian Woman in Emigration
-Croats in Germany
-Demographic Study
-Diploma Thesis (Science Stream)
-Field trip 2
-Graduate Thesis
-Master thesisizv. prof. dr. sc. **Ivana Kresnik**-Literary and Linguistic Heritage of Northwestern Croatia
-Master thesis

doc. dr. sc. **Lucija Krešić****Nacevski**

- Cultural History and Latinity: The Middle and Early Modern Ages
- Elementary Greek
- History of Croatian Books and Libraries
- Latin Paleography and Epigraphy
- Master thesis

Maria Florencia Luchetti, dr. sc.



- Croats in South America

doc. dr. sc. **Jelena Maričić**

- Practical Counselling and Helping Skills
- Production Thesis
- Production Thesis
- Psychotherapy Modalities
- Social Cognition and Perception
- Student Placements

Igor Marinić, nasl. doc. dr. sc.



- Production Thesis
- Psychobiosocial Approach to the Treatment and Rehabilitation of People with Mental Health Difficulties
- Stress and Psychotrauma

Suzana Marjanić, nasl. izv. prof. dr. sc.



- Miroslav Krleža

prof. dr. sc. **Renato Matić**

- Critical Thinking in Sociology
- Graduate work
- Prejudice and Discrimination Prevention
- Sociology of Human Resources Management
- The Holocaust

Borna Mažar, mag. geogr.



- Demographic Revitalization Patterns

Zdeslav Milas, v. pred. mr. sc.



- Corporate Communications

Eta Krpanec, dr. sc.



- Theory of Psychological Testing

prof. dr. sc. **Mirko Lukaš**

- Public Promotion of Science
- The Media and Children

Marko Marina, dr. sc.



- Emperors, heretics and monks: shaping late antique and early medieval Christianity
- Research Group - Interpretation of Medieval Sources

izv. prof. dr. sc. **Marica****Marinović Golubić**

- Graduate work
- Qualitative Methodology
- Qualitative research methods
- Sociology of Migration and Ethnicity
- Student's Internship

izv. prof. dr. sc. **Maja Matasović**

- Croatian Latinists in the Literary Republic
- Elementary Greek II
- Master thesis
- Master thesis
- The Croatian Humanist Epic

Stjepan Matković, nasl. prof. dr.

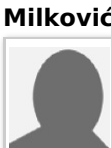


sc.

- Diploma Thesis (Science Stream)

izv. prof. dr. sc. **Željka Metesi****Deronjić**

- Croatian Philosophical Heritage in the European Context
- Master thesis
- Philosophy and Culture: Croatia in the European Context

izv. prof. dr. sc. **Kristina****Milković**

- Diploma Thesis (Science Stream)
- History of Military Border
- History of private life --Croatia in the "long 19th century"
- Master thesis
- Research Group - Interpretation of Sources for Croatian History: the 19th Century

prof. dr. sc. **Roko Mišetić**



-Space and Population

Lucia Miškulin Saletović, v.

pred. dr. sc.



-Introduction to Sociolinguistics

Alen Moslavac, mag. philol.

hung. et mag. educ. hist.



-Historical Cartography of Croatian countries
-History in Motion: Field trip
-Local History

Lana Mužinić Marinić, nasl. prof.

dr. sc.



-Psychobiosocial Approach to the Treatment and Rehabilitation of People with Mental Health Difficulties

doc. dr. sc. **Marjan Ninčević**



-Correlation Practicum in the Methodology of Teaching
-Didactics
-Practical Exercises in the Methodology of Teaching [Philosophy]

Nina Ožegović, dr. sc.



-Mass Communication: Cultural Aspects

doc. **Petra Palić**



-Regional Economy

Katarina Pavičić Dokoza, nasl.

izv. prof. dr. sc.



-Working with Students with Special Educational Needs

izv. prof. dr. sc. **Dario Pavić**



-Data processing
-Demography
-Graduate work
-Multivariate Statistical Methods
-Quantitative research methods
-Quantitative Research Methods
-Student's Internship

Lana Pavić, nasl. pred. dr. sc.



-Journalism as a Profession: Practicum
-Production process in the Media

Marina Perić Kaselj, nasl. izv.

prof. dr. sc.



-Croats in South America
-Economic Potentials of Emigrants
-Sociology of the Croatian Diaspora

Josip Periša, mag. educ. philol.

croat.



-Literary Theory in Teaching Croatian Language
-Practical Exercises in the Methodology of Teaching [Croatian Language]

doc. dr. sc. **Ivan Perkov**



-Graduate work
-Risk Society
-Student's Internship
-The Holocaust

Ana Petak, dr. sc.



-Educational Psychology
-Evaluation and Measurement of Personality

prof. dr. sc. **Zdravko Petanjek**



-Production Thesis

prof. dr. sc. **Davor Piskač**



-Bibliotherapy in the Literature Class
-Literary Theory in Teaching Croatian Language
-Master thesis
-Methodology of Literary Interpretation
-Methods of Teaching Croatian Language
-Miroslav Krleža
-Practical Exercises in the Methodology of Teaching [Croatian Language]
-Religious Elements of Croatian Culture
-Teaching Grammar in Teaching Croatian Language
-Therapeutic Pedagogy 2

Nenad Pokos, nasl. prof. dr. sc.



-Diploma Thesis (Science Stream)

doc. dr. sc. **Jadranka Polović**



-Graduate Thesis
-Integration Approach
-Population, Migrations, and National Security
-Transition, State, Diaspora

Dora Popović, dr. sc.



-Theory of Psychological Testing

Vladimir Preselj, pred.



-Corporate Communications

Ivana Radić, nasl. doc. dr. sc.



-The Violence of Children and Minors

doc. dr. sc. **Goran Radoš**



-Croatian emigrant media
-Geopolitics and National Security
-Media and National Security
-Population and Financial System
-Risk Management and Crisis Communication

Ana Raguz Šutalo, mag. psych.



-Psychological Counselling
-Violence Against Children and Among Children
-Working with Groups

Miroslav Rajter, nasl. izv. prof.



dr. sc.

-Production Thesis

doc. dr. sc. **Ozana Ramljak**



-Croatian Diaspora and Public Action

izv. prof. dr. sc. **Vladimira Rezo**



-Culture, Identity and Globalization
-Journalism as a Profession: Practicum

Natasha Kathleen Ružić, dr. sc.



-Economic Potentials of Emigrants

Emily Ryall,



-Philosophy of Game and Sports

Klara Saganić, mag. psych.



-Factor Analysis
-Regression Analysis

izv. prof. dr. sc. **Sandro Skansi**



-Artificial intelligence and Natural Language Understanding
-Contemporary philosophy
-Master thesis
-Political philosophy

doc. dr. sc. **Vlatko Smiljanić**

- Archivistics for historians
- Historical Cartography of Croatian countries
- History of Christianity in Croatia
- Local History

Ines Sučić, nasl. prof. dr. sc.



- Forensic Psychology

Nikolina Šimetin Šegvić, dr. sc.



- Archivistics for historians
- History in Motion: Field trip

doc. dr. sc. **Vladimir Šumanović**

- Democratic Changes in the Republic of Croatia
- Diploma Thesis (Science Stream)
- Master thesis
- Research Group - Researching and Writing about the 20th Century
- Yugoslav security services from 1944. to 1992.

prof. dr. sc. **Mladen Tomorad**

- Diploma Thesis (Science Stream)
- Emperors, heretics and monks: shaping late antique and early medieval Christianity
- History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction
- Master thesis
- Popular culture and its influence on society during the second half of the 20th century
- Research group - Sources of Egyptian, Greek and Roman History

Viktorija Trninic, nasl. doc.



- Psychology of Mass Media and Mass Communication
- Psychology of Mass Media and Mass Communication

izv. prof. dr. sc. **Kristian Turkalj**

- Diplomatic and Consular Affairs

prof. dr. sc. **Joost Van Loon**

- Risk Society

izv. prof. dr. sc. **Andreja Sršen**

- European Union Institutions
- Geopolitics and Global Security
- Graduate work
- Sociology of Croatian Society 5
- Sustainable Development Policies of the European Union

Bruno Šagi,



- History of Christianity in Croatia

doc. dr. sc. **Matija Mato Škerbić**

- Master thesis
- Methods of Teaching Philosophy, Logic and Ethics
- Philosophical methodology
- Philosophy of Education
- Philosophy of Game and Sports

Iva Šverko, nasl. prof. dr. sc.



- Production Thesis
- Psychology of profession choices

izv. prof. dr. sc. **Maša Tonković Grabovac**

- Development of psychological research
- Psychology of Organisational Behaviour
- Theory of Psychological Testing

Jure Trutanić, dr. sc.



- Archivistics for historians

Petar Ušković Croata, dr. sc.

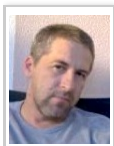


- Pagan and Christian Themes in Croatian Literature
- Religious Elements of Croatian Culture

doc. dr. sc. **Vanessa Varga**

- Concepts and Theories of Media Effects
- Digital activism
- Mass Communication and Journalism in the Contemporary World
- Social media
- Student Internship

prof. dr. sc. **Darko Vitek**



- Introduction to Historical Science
- Master thesis
- Theory of History

izv. prof. dr. sc. **Karolina Vrbanić Zrinski**



- Croatian Stage Art
- Introduction to Scientific Research
- Literary Stylistics
- Master thesis
- The Speech Culture

izv. prof. dr. sc. **Dario Vučenović**



- Developmental disabilities of Children and Youth
- Development in the Social Context
- Evaluation and Measurement of Personality
- Production Thesis
- Psychological Counselling
- Psychology of Mass Media and Mass Communication
- Psychology of Mass Media and Mass Communication
- Research Project
- Student Placements
- Working with Groups

izv. prof. dr. sc. **Vlatka Vukelić**



- Democratic Changes in the Republic of Croatia
- Diploma Thesis (Science Stream)
- Economic History of Croatian Modern Society
- History in Motion: Field trip
- History of education
- Master thesis

Sanja Vulić Vranković, nasl.

prof. dr. sc.



- Culture of Croats in the Diaspora
- Literature and Culture of Croats in the Diaspora
- Literature and Culture of the Croats in the Diaspora
- Master thesis
- Research Project

izv. prof. **Steven Watson**



- Phenomenological Sociology

Marija Zelić, dr. sc.



- Data processing
- Digital Sociology
- Multivariate Statistical Methods

prof. dr. sc. **Dubravka Zima**



- Croatian Children's Literature
- Heritage of Other Cultures in the Croatian Culture
- History of Croatian Cinema
- Introduction to Publishing
- Ivana Brlić-Mažuranić
- Master thesis

Iva Žegura, nasl. pred.



- Psychological Testing Skills and Clinical Interview

