



University of Zagreb
Centre for Croatian Studies



Borongajska cesta 83d, HR-10000 Zagreb
www.hrstud.unizg.hr

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

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

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PUBLISHED BY

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

FOR THE PUBLISHER

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Head of the Centre for Croatian Studies

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Lecturers in Charge

DESIGN AND PREPRESS

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ISBN: 978-953-7823-24-5

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Study Programs

Communication Sciences (180 ECTS)

Qualification awarded: University Bachelor of Arts in Communication Sciences
(univ. bacc. comm.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	I
5.0	Introduction to Communication Sciences (86090) Labaš, D.	LI	30 (30+0+0)	I
6.0	Language and Style Practicum (28463) Tafra, B.	LI	60 (0+0+60)	I
0.0	Physical Education and Sports I (51821) Bagarić, I.	LI	30 (0+0+30)	I
ECTS	KOM (2945) - Elective courses 1st year	Eng. Lev.	Study Hours	Sem.
4.0	History and Theory of Film (64441) Labaš, D.	LI	30 (15+15+0)	I, 5
4.0	Media and Terrorism (45933) Perešin, A.	LI	30 (15+15+0)	I, 5
4.0	Media in the European Union (28528) Puškarić, M.	LI	30 (15+15+0)	I, 5
5.0	Peer Support for Students with Disabilities (86437)	Lo	120 (15+0+105)	I, 2, 4, 5, 6
4.0	Proofreading and Editing (45869) Tafra, B.	LI	30 (15+15+0)	I, 5
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	I, 3, 5
4.0	Television Genres in Popular Culture (46290) Jurišić, J.	LI	30 (15+15+0)	I, 5
4.0	The Media and Violence (84884) Labaš, D.	LI	30 (15+15+0)	I, 5
ECTS	KOM (2999) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	20th Century History (38065) Jurčević, J.	LI	30 (30+0+0)	I, 3, 5
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4, 5, 6
5.0	Aesthetics I (46217) Pečnjak, D.	LI	30 (30+0+0)	I, 3, 5
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	I, 2, 3, 4, 5, 6
5.0	Croatian History (16th-18th Centuries) (38056) Vitek, D.	LI	30 (30+0+0)	I, 3, 5
5.0	Croatian Identity in the European Context (84454) Šišak, M.	LI	30 (30+0+0)	I, 3, 5
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	I, 2, 3, 4, 5, 6
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	I, 2, 3, 4, 5, 6

7.0	Epistemology I (46216) Čuljak, Z.	LI	60 (30+30+0)	I, 3, 5
2.0	Ethics in Psychology (28713) Despot Lučanin, J.	LI	30 (30+0+0)	I, 3, 5
2.0	Fundamental Problems of Philosophy (37710) Bracanović, T.	LI	30 (15+15+0)	I, 3, 5
4.0	Geographical Features of Croatia (61847) Pokos, N.	LI	30 (15+15+0)	I, 3, 5
3.0	History and Culture of Ancient Egypt (94019) Tomorad, M.	LI	30 (30+0+0)	I, 3, 5
4.0	History and Culture of the Greek and Roman World (93908) Tomorad, M.	LI	30 (30+0+0)	I, 3, 5
5.0	History of Croatian Theatre (37469) Franić Tomić, V.	LI	30 (30+0+0)	I, 3, 5
3.0	Introduction to Latin Philology (37549) Tvrtković, T.	LI	30 (15+15+0)	I, 3, 5
3.0	Introduction to Psychology (37790) Šakić, V.	Lo	30 (15+15+0)	I, 3, 5
5.0	Introduction to Social Research Methods I (37764) Šimičević, V.	L2	60 (30+0+30)	I, 3, 5
5.0	Introduction to Sociology (37760) Matić, R.	Lo	30 (30+0+0)	I, 3, 5
7.0	Logic 2 (28313) Kovač, S.	LI	60 (30+30+0)	I, 3, 5
4.0	Political Economy (37737)	LI	30 (30+0+0)	I, 2, 3, 4, 5, 6
5.0	Political Geography (38031) Pokos, N.	LI	30 (30+0+0)	I, 3, 5
3.0	Prehistory and the First Civilisations (93907) Tomorad, M.	L2	30 (30+0+0)	I, 3, 5
7.0	Rationalism and Empiricism (117070) Gregorić, P.	LI	60 (30+30+0)	I, 3, 5
3.0	Roman History and Civilization (45755) Demo, Š.	L2	30 (15+15+0)	I, 3, 5
4.0	Sociology of Croatian Society I (37766) Lay, V.	LI	30 (0+30+0)	I, 3, 5
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	I, 3, 5
5.0	The Croatian People in the Kingdom of Yugoslavia and during World War II (38066) Dizdar, Z.	LI	30 (30+0+0)	I, 3, 5

ECTS	KOM (3835) - Elective courses 2 (2nd semester)	Eng. Lev.	Study Hours	Sem.
4.0	Originators of Communication Sciences and Their Works (76132) Jurišić, J.	LI	30 (15+15+0)	I

2nd semester, 1st year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
6.0	Forms of Communication in Journalism (37896) Zgrabljic Rotar, N.	LI	60 (0+0+60)	2
5.0	Introduction to Journalism (86089) Jurišić, J.	LI	30 (30+0+0)	2
5.0	Introduction to Social Research Methods and Statistics (28462) Burić, I.	LI	30 (30+0+0)	2
5.0	Media and Communication History (38003) Korade, M.	LI	30 (15+15+0)	2

0.0	Physical Education and Sports 2 (51865) Bagarić, I.	LI	30 (0+0+30)	2
ECTS	KOM (2945) - Elective courses 1st year	Eng. Lev.	Study Hours	Sem.
4.0	Film and Religion (52737) Labaš, D.	LI	30 (15+15+0)	2, 4, 6
4.0	Magazines and Periodicals (28489) Jurišić, J.	LI	30 (15+15+0)	2, 4, 6
5.0	Peer Support for Students with Disabilities (86437)	Lo	120 (15+0+105)	1, 2, 4, 5, 6
4.0	Political Communication (45935) Labaš, D.	LI	30 (15+15+0)	2, 4, 6
4.0	Public Relations in Culture and Sports (117217) Jurišić, J.	LI	30 (15+15+0)	2, 4, 6
3.0	Research and Analysis in Journalism (37920) Jergović, B.	LI	30 (0+30+0)	2, 4, 6
ECTS	KOM (2999) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	19th and 20th Century Croatian Historiography (38055) Korade, M.	LI	30 (30+0+0)	2, 4, 6
5.0	20th Century Croatian Cultural and Political History (37456) Miškulin, I.	LI	45 (30+15+0)	2, 4, 6
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
5.0	Croatia in the Second Half of the 20th Century (38067) Lučić, I.	LI	30 (30+0+0)	2, 4, 6
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
5.0	Croatian Ethnology (37458) Grbić, J.	LI	30 (15+15+0)	2, 4, 6
4.0	Croatian Folk Literature (45833) Marks, L.	LI	30 (15+15+0)	2, 4, 6
5.0	Croatian History (7-16 centuries) (38053) Popić, T.	LI	30 (30+0+0)	2, 4, 6
5.0	Croatian History in the 19th Century (38059) Matković, S.	LI	30 (30+0+0)	2, 4, 6
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
7.0	Ethics I (37959) Bracanović, T.	LI	60 (30+30+0)	2, 4, 6
5.0	Exact Sciences in Croatian Culture (46221) Kutleša, S.	LI	30 (15+15+0)	2, 4, 6
5.0	History of Croatian Philosophy (38842) Kutleša, S.	LI	30 (15+15+0)	2, 4, 6
5.0	Kant (117072) Talanga, J.	LI	30 (15+15+0)	2, 4, 6
3.0	Latin Literature I (45756) Knezović, P.	LI	60 (30+30+0)	2, 4, 6
7.0	Logic I (37718) Kovač, S.	LI	60 (30+30+0)	2, 4, 6
7.0	Metaphysics I (37958) Grgić, F.	LI	60 (30+30+0)	2, 4, 6
5.0	Philosophy of Language (46218) Pečnjak, D.	LI	30 (30+0+0)	2, 4, 6

7.0	Plato and Aristotle (37721) Gregorić, P.	LI	60 (30+30+0)	2, 4, 6
4.0	Political Economy (37737)	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
5.0	Social Psychology (37767) Franc, R.	LI	45 (30+15+0)	2, 4, 6
4.0	Sociology of Croatian Society 2 (37769) Marinović, A.	Lo	30 (0+30+0)	2, 4, 6
3.0	Theoretical Systems in Psychology (37799) Pavlin Bernardić, N.	LI	30 (30+0+0)	2, 4, 6
4.0	World Populations (37787) Pokos, N.	LI	30 (15+15+0)	2, 4, 6
ECTS	KOM (3835) - Elective courses 2 (2nd semester)	Eng. Lev.	Study Hours	Sem.
4.0	Academic Literacy (38839) Janović, T.	LI	30 (15+15+0)	2
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	English for Journalists (38002) Bogdanić, S.	LI	60 (0+60+0)	3
4.0	History of Media Communications in Croatia (28467) Korade, M.	LI	30 (15+15+0)	3
4.0	Semiotics in Mass Communication (86092) Labaš, D.	LI	30 (30+0+0)	3
4.0	Statistics for Communication Sciences (28469) Šimičević, V.	LI	30 (15+15+0)	3
4.0	Writing in English (38006) Vojković Estatiev, V.	LI	60 (0+60+0)	3
ECTS	KOM (2999) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	20th Century History (38065) Jurčević, J.	LI	30 (30+0+0)	1, 3, 5
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
5.0	Aesthetics I (46217) Pečnjak, D.	LI	30 (30+0+0)	1, 3, 5
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
5.0	Croatian History (16th-18th Centuries) (38056) Vitek, D.	LI	30 (30+0+0)	1, 3, 5
5.0	Croatian Identity in the European Context (84454) Šišak, M.	LI	30 (30+0+0)	1, 3, 5
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
7.0	Epistemology I (46216) Čuljak, Z.	LI	60 (30+30+0)	1, 3, 5
2.0	Ethics in Psychology (28713) Despot Lučanin, J.	LI	30 (30+0+0)	1, 3, 5
2.0	Fundamental Problems of Philosophy (37710) Bracanović, T.	LI	30 (15+15+0)	1, 3, 5
4.0	Geographical Features of Croatia (61847) Pokos, N.	LI	30 (15+15+0)	1, 3, 5

3.0	History and Culture of Ancient Egypt (94019) Tomorad, M.	LI	30 (30+0+0)	I, 3, 5
4.0	History and Culture of the Greek and Roman World (93908) Tomorad, M.	LI	30 (30+0+0)	I, 3, 5
5.0	History of Croatian Theatre (37469) Franić Tomić, V.	LI	30 (30+0+0)	I, 3, 5
3.0	Introduction to Latin Philology (37549) Tvrtković, T.	LI	30 (15+15+0)	I, 3, 5
3.0	Introduction to Psychology (37790) Šakić, V.	Lo	30 (15+15+0)	I, 3, 5
5.0	Introduction to Social Research Methods I (37764) Šimičević, V.	L2	60 (30+0+30)	I, 3, 5
5.0	Introduction to Sociology (37760) Matić, R.	Lo	30 (30+0+0)	I, 3, 5
7.0	Logic 2 (28313) Kovač, S.	LI	60 (30+30+0)	I, 3, 5
4.0	Political Economy (37737)	LI	30 (30+0+0)	I, 2, 3, 4, 5, 6
5.0	Political Geography (38031) Pokos, N.	LI	30 (30+0+0)	I, 3, 5
3.0	Prehistory and the First Civilisations (93907) Tomorad, M.	L2	30 (30+0+0)	I, 3, 5
7.0	Rationalism and Empiricism (117070) Gregorić, P.	LI	60 (30+30+0)	I, 3, 5
3.0	Roman History and Civilization (45755) Demo, Š.	L2	30 (15+15+0)	I, 3, 5
4.0	Sociology of Croatian Society I (37766) Lay, V.	LI	30 (0+30+0)	I, 3, 5
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	I, 3, 5
5.0	The Croatian People in the Kingdom of Yugoslavia and during World War II (38066) Dizdar, Z.	LI	30 (30+0+0)	I, 3, 5
ECTS	KOM (5031): AGENCIES-THE PRESS	Eng. Lev.	Study Hours	Sem.
6.0	Theories and Systems of Print Communications (28490) Jurišić, J.	LI	60 (30+30+0)	3, 5
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
6.0	Theories and Systems of Television (37925) Mihaljević, V.	LI	60 (30+30+0)	3, 5
4.0	Visual Communication (37923) Sever, I.	LI	30 (15+15+0)	3, 5
ECTS	KOM (5032): RADIO-TELEVISION	Eng. Lev.	Study Hours	Sem.
6.0	Theories and Systems of Print Communications (28490) Jurišić, J.	LI	60 (30+30+0)	3, 5
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
6.0	Theories and Systems of Television (37925) Mihaljević, V.	LI	60 (30+30+0)	3, 5
4.0	Visual Communication (37923) Sever, I.	LI	30 (15+15+0)	3, 5
ECTS	KOM (5033): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.
5.0	Introduction to Public Relations (28500) Milas, Z.	LI	30 (15+15+0)	3, 5

5.0	Marketing Communications and Publicity (28502) Zgrabljic Rotar, N.	LI	30 (15+15+0)	3, 5
5.0	Sectoral Public Relations (37926) Tomić, Z.	LI	30 (15+15+0)	3, 5
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Ethics in Journalism (28470) Labaš, D.	LI	30 (15+15+0)	4
4.0	Media Communication Stylistics (52336) Zima, D.	LI	30 (0+0+30)	4
4.0	Republic of Croatia: Information Systems (28468) Jurišić, J.	LI	30 (15+15+0)	4
ECTS	KOM (2945) - Elective courses 1st year	Eng. Lev.	Study Hours	Sem.
4.0	Film and Religion (52737) Labaš, D.	LI	30 (15+15+0)	2, 4, 6
4.0	Magazines and Periodicals (28489) Jurišić, J.	LI	30 (15+15+0)	2, 4, 6
5.0	Peer Support for Students with Disabilities (86437)	Lo	120 (15+0+105)	1, 2, 4, 5, 6
4.0	Political Communication (45935) Labaš, D.	LI	30 (15+15+0)	2, 4, 6
4.0	Public Relations in Culture and Sports (117217) Jurišić, J.	LI	30 (15+15+0)	2, 4, 6
3.0	Research and Analysis in Journalism (37920) Jergović, B.	LI	30 (0+30+0)	2, 4, 6
ECTS	KOM (2999) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	19th and 20th Century Croatian Historiography (38055) Korade, M.	LI	30 (30+0+0)	2, 4, 6
5.0	20th Century Croatian Cultural and Political History (37456) Miškulin, I.	LI	45 (30+15+0)	2, 4, 6
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
5.0	Croatia in the Second Half of the 20th Century (38067) Lučić, I.	LI	30 (30+0+0)	2, 4, 6
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
5.0	Croatian Ethnology (37458) Grbić, J.	LI	30 (15+15+0)	2, 4, 6
4.0	Croatian Folk Literature (45833) Marks, L.	LI	30 (15+15+0)	2, 4, 6
5.0	Croatian History (7-16 centuries) (38053) Popić, T.	LI	30 (30+0+0)	2, 4, 6
5.0	Croatian History in the 19th Century (38059) Matković, S.	LI	30 (30+0+0)	2, 4, 6
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
7.0	Ethics I (37959) Bracanović, T.	LI	60 (30+30+0)	2, 4, 6
5.0	Exact Sciences in Croatian Culture (46221) Kutleša, S.	LI	30 (15+15+0)	2, 4, 6

5.0	History of Croatian Philosophy (38842) Kutleša, S.	LI	30 (15+15+0)	2, 4, 6
5.0	Kant (117072) Talanga, J.	LI	30 (15+15+0)	2, 4, 6
3.0	Latin Literature I (45756) Knezović, P.	LI	60 (30+30+0)	2, 4, 6
7.0	Logic I (37718) Kovač, S.	LI	60 (30+30+0)	2, 4, 6
7.0	Metaphysics I (37958) Grgić, F.	LI	60 (30+30+0)	2, 4, 6
5.0	Philosophy of Language (46218) Pečnjak, D.	LI	30 (30+0+0)	2, 4, 6
7.0	Plato and Aristotle (37721) Gregorić, P.	LI	60 (30+30+0)	2, 4, 6
4.0	Political Economy (37737)	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
5.0	Social Psychology (37767) Franc, R.	LI	45 (30+15+0)	2, 4, 6
4.0	Sociology of Croatian Society 2 (37769) Marinović, A.	Lo	30 (0+30+0)	2, 4, 6
3.0	Theoretical Systems in Psychology (37799) Pavlin Bernardić, N.	LI	30 (30+0+0)	2, 4, 6
4.0	World Populations (37787) Pokos, N.	LI	30 (15+15+0)	2, 4, 6
ECTS	KOM (5031): AGENCIES-THE PRESS	Eng. Lev.	Study Hours	Sem.
4.0	Magazines and Periodicals (28489) Jurišić, J.	LI	30 (15+15+0)	2, 4, 6
3.0	Rhetorics (37924) Janović, T.	LI	30 (0+30+0)	4, 6
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
ECTS	KOM (5032): RADIO-TELEVISION	Eng. Lev.	Study Hours	Sem.
3.0	Rhetorics (37924) Janović, T.	LI	30 (0+30+0)	4, 6
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
ECTS	KOM (5033): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.
3.0	Rhetorics (37924) Janović, T.	LI	30 (0+30+0)	4, 6
5th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	English language: Journalistic Translation (38001) Bogdanić, S.	LI	60 (0+60+0)	5
4.0	Mass Communication Research: A Historical Overview (38841) Burić, I.	LI	30 (15+15+0)	5
4.0	Media Convergence and Digital Journalism (86130) Jurišić, J.	LI	45 (15+30+0)	5
5.0	Theories of Media and Mass Communication (28475) Jurišić, J.	LI	30 (30+0+0)	5

ECTS	KOM (2945) - Elective courses 1st year	Eng. Lev.	Study Hours	Sem.
4.0	History and Theory of Film (64441) Labaš, D.	LI	30 (15+15+0)	1, 5
4.0	Media and Terrorism (45933) Perešin, A.	LI	30 (15+15+0)	1, 5
4.0	Media in the European Union (28528) Puškarić, M.	LI	30 (15+15+0)	1, 5
5.0	Peer Support for Students with Disabilities (86437)	Lo	120 (15+0+105)	1, 2, 4, 5, 6
4.0	Proofreading and Editing (45869) Tafra, B.	LI	30 (15+15+0)	1, 5
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	1, 3, 5
4.0	Television Genres in Popular Culture (46290) Jurišić, J.	LI	30 (15+15+0)	1, 5
4.0	The Media and Violence (84884) Labaš, D.	LI	30 (15+15+0)	1, 5
ECTS	KOM (2999) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	20th Century History (38065) Jurčević, J.	LI	30 (30+0+0)	1, 3, 5
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
5.0	Aesthetics I (46217) Pečnjak, D.	LI	30 (30+0+0)	1, 3, 5
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
5.0	Croatian History (16th-18th Centuries) (38056) Vitek, D.	LI	30 (30+0+0)	1, 3, 5
5.0	Croatian Identity in the European Context (84454) Šišak, M.	LI	30 (30+0+0)	1, 3, 5
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
7.0	Epistemology I (46216) Čuljak, Z.	LI	60 (30+30+0)	1, 3, 5
2.0	Ethics in Psychology (28713) Despot Lučanin, J.	LI	30 (30+0+0)	1, 3, 5
2.0	Fundamental Problems of Philosophy (37710) Bracanović, T.	LI	30 (15+15+0)	1, 3, 5
4.0	Geographical Features of Croatia (61847) Pokos, N.	LI	30 (15+15+0)	1, 3, 5
3.0	History and Culture of Ancient Egypt (94019) Tomorad, M.	LI	30 (30+0+0)	1, 3, 5
4.0	History and Culture of the Greek and Roman World (93908) Tomorad, M.	LI	30 (30+0+0)	1, 3, 5
5.0	History of Croatian Theatre (37469) Franić Tomić, V.	LI	30 (30+0+0)	1, 3, 5
3.0	Introduction to Latin Philology (37549) Tvrtković, T.	LI	30 (15+15+0)	1, 3, 5
3.0	Introduction to Psychology (37790) Šakić, V.	Lo	30 (15+15+0)	1, 3, 5
5.0	Introduction to Social Research Methods I (37764) Šimičević, V.	L2	60 (30+0+30)	1, 3, 5

5.0	Introduction to Sociology (37760) Matić, R.	Lo	30 (30+0+0)	1, 3, 5
7.0	Logic 2 (28313) Kovač, S.	LI	60 (30+30+0)	1, 3, 5
4.0	Political Economy (37737)	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
5.0	Political Geography (38031) Pokos, N.	LI	30 (30+0+0)	1, 3, 5
3.0	Prehistory and the First Civilisations (93907) Tomorad, M.	L2	30 (30+0+0)	1, 3, 5
7.0	Rationalism and Empiricism (117070) Gregorić, P.	LI	60 (30+30+0)	1, 3, 5
3.0	Roman History and Civilization (45755) Demo, Š.	L2	30 (15+15+0)	1, 3, 5
4.0	Sociology of Croatian Society I (37766) Lay, V.	LI	30 (0+30+0)	1, 3, 5
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	1, 3, 5
5.0	The Croatian People in the Kingdom of Yugoslavia and during World War II (38066) Dizdar, Z.	LI	30 (30+0+0)	1, 3, 5
ECTS	KOM (5031): AGENCIES-THE PRESS	Eng. Lev.	Study Hours	Sem.
6.0	Theories and Systems of Print Communications (28490) Jurišić, J.	LI	60 (30+30+0)	3, 5
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
6.0	Theories and Systems of Television (37925) Mihaljević, V.	LI	60 (30+30+0)	3, 5
4.0	Visual Communication (37923) Sever, I.	LI	30 (15+15+0)	3, 5
ECTS	KOM (5032): RADIO-TELEVISION	Eng. Lev.	Study Hours	Sem.
6.0	Theories and Systems of Print Communications (28490) Jurišić, J.	LI	60 (30+30+0)	3, 5
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
6.0	Theories and Systems of Television (37925) Mihaljević, V.	LI	60 (30+30+0)	3, 5
4.0	Visual Communication (37923) Sever, I.	LI	30 (15+15+0)	3, 5
ECTS	KOM (5033): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.
5.0	Introduction to Public Relations (28500) Milas, Z.	LI	30 (15+15+0)	3, 5
5.0	Marketing Communications and Publicity (28502) Zgrabljic Rotar, N.	LI	30 (15+15+0)	3, 5
5.0	Sectoral Public Relations (37926) Tomić, Z.	LI	30 (15+15+0)	3, 5
6th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	BA work (38774)	Lo	0 (0+0+0)	6
4.0	Mass Communication: Legal Aspects (28476) Zgrabljic Rotar, N.	LI	30 (15+15+0)	6

4.0	Modern English and the Media (38845) Bogdanić, S.	LI	60 (0+60+0)	6
ECTS	KOM (2945) - Elective courses 1st year	Eng. Lev.	Study Hours	Sem.
4.0	Film and Religion (52737) Labaš, D.	LI	30 (15+15+0)	2, 4, 6
4.0	Magazines and Periodicals (28489) Jurišić, J.	LI	30 (15+15+0)	2, 4, 6
5.0	Peer Support for Students with Disabilities (86437)	Lo	120 (15+0+105)	1, 2, 4, 5, 6
4.0	Political Communication (45935) Labaš, D.	LI	30 (15+15+0)	2, 4, 6
4.0	Public Relations in Culture and Sports (117217) Jurišić, J.	LI	30 (15+15+0)	2, 4, 6
3.0	Research and Analysis in Journalism (37920) Jergović, B.	LI	30 (0+30+0)	2, 4, 6
ECTS	KOM (2999) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	19th and 20th Century Croatian Historiography (38055) Korade, M.	LI	30 (30+0+0)	2, 4, 6
5.0	20th Century Croatian Cultural and Political History (37456) Miškulin, I.	LI	45 (30+15+0)	2, 4, 6
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
5.0	Croatia in the Second Half of the 20th Century (38067) Lučić, I.	LI	30 (30+0+0)	2, 4, 6
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
5.0	Croatian Ethnology (37458) Grbić, J.	LI	30 (15+15+0)	2, 4, 6
4.0	Croatian Folk Literature (45833) Marks, L.	LI	30 (15+15+0)	2, 4, 6
5.0	Croatian History (7-16 centuries) (38053) Popić, T.	LI	30 (30+0+0)	2, 4, 6
5.0	Croatian History in the 19th Century (38059) Matković, S.	LI	30 (30+0+0)	2, 4, 6
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
7.0	Ethics I (37959) Bracanović, T.	LI	60 (30+30+0)	2, 4, 6
5.0	Exact Sciences in Croatian Culture (46221) Kutleša, S.	LI	30 (15+15+0)	2, 4, 6
5.0	History of Croatian Philosophy (38842) Kutleša, S.	LI	30 (15+15+0)	2, 4, 6
5.0	Kant (117072) Talanga, J.	LI	30 (15+15+0)	2, 4, 6
3.0	Latin Literature I (45756) Knezović, P.	LI	60 (30+30+0)	2, 4, 6
7.0	Logic I (37718) Kovač, S.	LI	60 (30+30+0)	2, 4, 6
7.0	Metaphysics I (37958) Grgić, F.	LI	60 (30+30+0)	2, 4, 6
5.0	Philosophy of Language (46218) Pečnjak, D.	LI	30 (30+0+0)	2, 4, 6

7.0	Plato and Aristotle (37721) Gregorić, P.	LI	60 (30+30+0)	2, 4, 6
4.0	Political Economy (37737)	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
5.0	Social Psychology (37767) Franc, R.	LI	45 (30+15+0)	2, 4, 6
4.0	Sociology of Croatian Society 2 (37769) Marinović, A.	Lo	30 (0+30+0)	2, 4, 6
3.0	Theoretical Systems in Psychology (37799) Pavlin Bernardić, N.	LI	30 (30+0+0)	2, 4, 6
4.0	World Populations (37787) Pokos, N.	LI	30 (15+15+0)	2, 4, 6
ECTS	KOM (5031): AGENCIES-THE PRESS	Eng. Lev.	Study Hours	Sem.
4.0	Magazines and Periodicals (28489) Jurišić, J.	LI	30 (15+15+0)	2, 4, 6
3.0	Rhetorics (37924) Janović, T.	LI	30 (0+30+0)	4, 6
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
ECTS	KOM (5032): RADIO-TELEVISION	Eng. Lev.	Study Hours	Sem.
3.0	Rhetorics (37924) Janović, T.	LI	30 (0+30+0)	4, 6
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
ECTS	KOM (5033): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.
3.0	Rhetorics (37924) Janović, T.	LI	30 (0+30+0)	4, 6

Croatian Studies (180 ECTS)

Qualification awarded: University Bachelor of Arts in Croatology
(univ. bacc. croat.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (117212) Grčević, M.	Lo	30 (15+15+0)	I
5.0	Croatian Cultural and Political History of the Middle Ages (37431) Birin, A.	LI	45 (30+15+0)	I
5.0	Croatian Identity in the European Context (84454) Šišak, M.	LI	30 (30+0+0)	I
5.0	Croatian Literature of the Middle Ages (45641) Zaradija Kiš, A.	LI	30 (15+15+0)	I
5.0	Introduction to the Study of Croatian Culture (37442) Tuksar, S.	LI	30 (15+15+0)	I
0.0	Physical Education and Sports I (51821) Bagarić, I.	LI	30 (0+0+30)	I
ECTS	KRO (1787) - Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Croatian Mythology (37844) Marks, L.	LI	30 (15+15+0)	I, 3, 5
4.0	Pavao Vitezović (52938) Jembrih, A.	LI	30 (15+15+0)	I, 3, 5
4.0	Proofreading and Editing (45869) Tafra, B.	LI	30 (15+15+0)	I, 3, 5
4.0	Selections from World Literature (37854) Zima, D.	LI	30 (30+0+0)	I, 3, 5
ECTS	KRO (3001) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	20th Century History (38065) Jurčević, J.	LI	30 (30+0+0)	I, 3
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
5.0	Aesthetics I (46217) Pečnjak, D.	LI	30 (30+0+0)	I, 3
5.0	Croatian History (16th-18th Centuries) (38056) Vitek, D.	LI	30 (30+0+0)	I, 3
7.0	Epistemology I (46216) Čuljak, Z.	LI	60 (30+30+0)	I, 3
2.0	Ethics in Psychology (28713) Despot Lučanin, J.	LI	30 (30+0+0)	I, 3
2.0	Fundamental Problems of Philosophy (37710) Bracanović, T.	LI	30 (15+15+0)	I, 3
3.0	History and Culture of Ancient Egypt (94019) Tomorad, M.	LI	30 (30+0+0)	I, 3
4.0	History and Culture of the Greek and Roman World (93908) Tomorad, M.	LI	30 (30+0+0)	I, 3
4.0	History of Media Communications in Croatia (28467) Korade, M.	LI	30 (15+15+0)	I, 3

5.0	Introduction to Communication Sciences (86090) Labaš, D.	LI	30 (30+0+0)	I, 3
3.0	Introduction to Latin Philology (37549) Tvrtković, T.	LI	30 (15+15+0)	I, 3
3.0	Introduction to Psychology (37790) Šakić, V.	Lo	30 (15+15+0)	I, 3
5.0	Introduction to Social Research Methods I (37764) Šimičević, V.	L2	60 (30+0+30)	I, 3
5.0	Introduction to Sociology (37760) Matić, R.	Lo	30 (30+0+0)	I, 3
7.0	Logic 2 (28313) Kovač, S.	LI	60 (30+30+0)	I, 3
4.0	Political Economy (37737)	LI	30 (30+0+0)	I, 2, 3, 4
3.0	Prehistory and the First Civilisations (93907) Tomorad, M.	L2	30 (30+0+0)	I, 3
7.0	Rationalism and Empiricism (117070) Gregorić, P.	LI	60 (30+30+0)	I, 3
3.0	Roman History and Civilization (45755) Demo, Š.	L2	30 (15+15+0)	I, 3
4.0	Sociology of Croatian Society I (37766) Lay, V.	LI	30 (0+30+0)	I, 3
4.0	Statistics for Communication Sciences (28469) Šimičević, V.	LI	30 (15+15+0)	I, 2, 3, 4
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	I, 3
5.0	The Croatian People in the Kingdom of Yugoslavia and during World War II (38066) Dizdar, Z.	LI	30 (30+0+0)	I, 3

2nd semester, 1st year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Croatian Cultural and Political History of the 16th and 17th Centuries (37435) Jukić, I.	LI	45 (30+15+0)	2
5.0	Croatian Glagolitism (45841) Jembrih, A.	LI	45 (30+15+0)	2
5.0	Croatian Phonology and Morphology (37434) Grčević, M.	LI	45 (30+15+0)	2
5.0	Early-Modern Croatian Literature (37436) Franić Tomić, V.	LI	45 (30+15+0)	2
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	2
0.0	Physical Education and Sports 2 (51865) Bagarić, I.	LI	30 (0+0+30)	2
ECTS	KRO (1787) - Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Croatian Language in the 19th Century (37888) Grčević, M.	LI	30 (15+15+0)	2, 4, 6
4.0	Croatian Literature of Modernism (37883) Maštrović, T.	LI	30 (15+15+0)	2, 4, 6
4.0	History of Zagreb (61897) Vitek, D.	Lo	30 (15+15+0)	2, 4, 6
4.0	Juraj Križanić (45868) Jembrih, A.	LI	30 (15+15+0)	2, 4, 6

ECTS	KRO (3001) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	19th and 20th Century Croatian Historiography (38055) Korade, M.	LI	30 (30+0+0)	2, 4
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4
5.0	Croatia in the Second Half of the 20th Century (38067) Lučić, I.	LI	30 (30+0+0)	2, 4
5.0	Croatian History (7-16 centuries) (38053) Popić, T.	LI	30 (30+0+0)	2, 4
5.0	Croatian History in the 19th Century (38059) Matković, S.	LI	30 (30+0+0)	2, 4
7.0	Ethics I (37959) Bracanović, T.	LI	60 (30+30+0)	2, 4
4.0	Ethics in Journalism (28470) Labaš, D.	LI	30 (15+15+0)	2, 4
6.0	Forms of Communication in Journalism (37896) Zgrabljic Rotar, N.	LI	60 (0+0+60)	2, 4
5.0	Introduction to Journalism (86089) Jurišić, J.	LI	30 (30+0+0)	2, 4
5.0	Introduction to Social Research Methods and Statistics (28462) Burić, I.	LI	30 (30+0+0)	2, 4
5.0	Kant (117072) Talanga, J.	LI	30 (15+15+0)	2, 4
3.0	Latin Literature I (45756) Knezović, P.	LI	60 (30+30+0)	2, 4
7.0	Logic I (37718) Kovač, S.	LI	60 (30+30+0)	2, 4
4.0	Mass Communication: Legal Aspects (28476) Zgrabljic Rotar, N.	LI	30 (15+15+0)	2, 4
5.0	Media and Communication History (38003) Korade, M.	LI	30 (15+15+0)	2, 4
7.0	Metaphysics I (37958) Grgić, F.	LI	60 (30+30+0)	2, 4
5.0	Philosophy of Language (46218) Pečnjak, D.	LI	30 (30+0+0)	2, 4
7.0	Plato and Aristotle (37721) Gregorić, P.	LI	60 (30+30+0)	2, 4
4.0	Political Economy (37737)	LI	30 (30+0+0)	1, 2, 3, 4
4.0	Republic of Croatia: Information Systems (28468) Jurišić, J.	LI	30 (15+15+0)	2, 4
5.0	Social Psychology (37767) Franc, R.	LI	45 (30+15+0)	2, 4
4.0	Sociology of Croatian Society 2 (37769) Marinović, A.	Lo	30 (0+30+0)	2, 4
4.0	Statistics for Communication Sciences (28469) Šimičević, V.	LI	30 (15+15+0)	1, 2, 3, 4
3.0	Theoretical Systems in Psychology (37799) Pavlin Bernardić, N.	LI	30 (30+0+0)	2, 4
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Croatian Cultural and Political History of the 18th and 19th Centuries (37448) Vitek, D.	LI	45 (30+15+0)	3

4.0	Croatian Literary Baroque and the Ages of Enlightenment (52318) Jembrih, A.	LI	30 (15+15+0)	3
5.0	Croatian Syntax (37447) Grčević, M.	LI	45 (30+15+0)	3
3.0	Latin (54542) Demo, Š.	LI	30 (0+0+30)	3
5.0	Romantic and Realist Croatian Literature (37450) Maštrović, T.	LI	45 (30+15+0)	3
ECTS	KRO (1787) - Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Croatian Mythology (37844) Marks, L.	LI	30 (15+15+0)	I, 3, 5
4.0	Pavao Vitezović (52938) Jembrih, A.	LI	30 (15+15+0)	I, 3, 5
4.0	Proofreading and Editing (45869) Tafra, B.	LI	30 (15+15+0)	I, 3, 5
4.0	Selections from World Literature (37854) Zima, D.	LI	30 (30+0+0)	I, 3, 5
ECTS	KRO (3001) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	20th Century History (38065) Jurčević, J.	LI	30 (30+0+0)	I, 3
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
5.0	Aesthetics I (46217) Pečnjak, D.	LI	30 (30+0+0)	I, 3
5.0	Croatian History (16th-18th Centuries) (38056) Vitek, D.	LI	30 (30+0+0)	I, 3
7.0	Epistemology I (46216) Čuljak, Z.	LI	60 (30+30+0)	I, 3
2.0	Ethics in Psychology (28713) Despot Lučanin, J.	LI	30 (30+0+0)	I, 3
2.0	Fundamental Problems of Philosophy (37710) Bracanović, T.	LI	30 (15+15+0)	I, 3
3.0	History and Culture of Ancient Egypt (94019) Tomorad, M.	LI	30 (30+0+0)	I, 3
4.0	History and Culture of the Greek and Roman World (93908) Tomorad, M.	LI	30 (30+0+0)	I, 3
4.0	History of Media Communications in Croatia (28467) Korade, M.	LI	30 (15+15+0)	I, 3
5.0	Introduction to Communication Sciences (86090) Labaš, D.	LI	30 (30+0+0)	I, 3
3.0	Introduction to Latin Philology (37549) Tvrtković, T.	LI	30 (15+15+0)	I, 3
3.0	Introduction to Psychology (37790) Šakić, V.	Lo	30 (15+15+0)	I, 3
5.0	Introduction to Social Research Methods I (37764) Šimičević, V.	L2	60 (30+0+30)	I, 3
5.0	Introduction to Sociology (37760) Matić, R.	Lo	30 (30+0+0)	I, 3
7.0	Logic 2 (28313) Kovač, S.	LI	60 (30+30+0)	I, 3
4.0	Political Economy (37737) Tomorad, M.	LI	30 (30+0+0)	I, 2, 3, 4
3.0	Prehistory and the First Civilisations (93907) Tomorad, M.	L2	30 (30+0+0)	I, 3

7.0	Rationalism and Empiricism (117070) Gregorić, P.	LI	60 (30+30+0)	I, 3
3.0	Roman History and Civilization (45755) Demo, Š.	L2	30 (15+15+0)	I, 3
4.0	Sociology of Croatian Society I (37766) Lay, V.	LI	30 (0+30+0)	I, 3
4.0	Statistics for Communication Sciences (28469) Šimičević, V.	LI	30 (15+15+0)	I, 2, 3, 4
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	I, 3
5.0	The Croatian People in the Kingdom of Yugoslavia and during World War II (38066) Dizdar, Z.	LI	30 (30+0+0)	I, 3

4th semester, 2nd year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	20th Century Croatian Cultural and Political History (37456) Miškulin, I.	LI	45 (30+15+0)	4
5.0	Croatian Ethnology (37458) Grbić, J.	LI	30 (15+15+0)	4
4.0	Croatian Folk Literature (45833) Marks, L.	LI	30 (15+15+0)	4
5.0	Modern and Post-Modern Croatian Literature (37452) Zima, D.	LI	45 (30+15+0)	4
ECTS	KRO (1787) - Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Croatian Language in the 19th Century (37888) Grčević, M.	LI	30 (15+15+0)	2, 4, 6
4.0	Croatian Literature of Modernism (37883) Maštrović, T.	LI	30 (15+15+0)	2, 4, 6
4.0	History of Zagreb (61897) Vitek, D.	Lo	30 (15+15+0)	2, 4, 6
4.0	Juraj Križanić (45868) Jembrih, A.	LI	30 (15+15+0)	2, 4, 6
ECTS	KRO (3001) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	19th and 20th Century Croatian Historiography (38055) Korade, M.	LI	30 (30+0+0)	2, 4
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
5.0	Croatia in the Second Half of the 20th Century (38067) Lučić, I.	LI	30 (30+0+0)	2, 4
5.0	Croatian History (7-16 centuries) (38053) Popić, T.	LI	30 (30+0+0)	2, 4
5.0	Croatian History in the 19th Century (38059) Matković, S.	LI	30 (30+0+0)	2, 4
7.0	Ethics I (37959) Bračanović, T.	LI	60 (30+30+0)	2, 4
4.0	Ethics in Journalism (28470) Labaš, D.	LI	30 (15+15+0)	2, 4
6.0	Forms of Communication in Journalism (37896) Zgrabljic Rotar, N.	LI	60 (0+0+60)	2, 4
5.0	Introduction to Journalism (86089) Jurišić, J.	LI	30 (30+0+0)	2, 4

5.0	Introduction to Social Research Methods and Statistics (28462) Burić, I.	LI	30 (30+0+0)	2, 4
5.0	Kant (117072) Talanga, J.	LI	30 (15+15+0)	2, 4
3.0	Latin Literature I (45756) Knezović, P.	LI	60 (30+30+0)	2, 4
7.0	Logic I (37718) Kovač, S.	LI	60 (30+30+0)	2, 4
4.0	Mass Communication: Legal Aspects (28476) Zgrabljic Rotar, N.	LI	30 (15+15+0)	2, 4
5.0	Media and Communication History (38003) Korade, M.	LI	30 (15+15+0)	2, 4
7.0	Metaphysics I (37958) Grgić, F.	LI	60 (30+30+0)	2, 4
5.0	Philosophy of Language (46218) Pećnjak, D.	LI	30 (30+0+0)	2, 4
7.0	Plato and Aristotle (37721) Gregorić, P.	LI	60 (30+30+0)	2, 4
4.0	Political Economy (37737)	LI	30 (30+0+0)	1, 2, 3, 4
4.0	Republic of Croatia: Information Systems (28468) Jurišić, J.	LI	30 (15+15+0)	2, 4
5.0	Social Psychology (37767) Franc, R.	LI	45 (30+15+0)	2, 4
4.0	Sociology of Croatian Society 2 (37769) Marinović, A.	Lo	30 (0+30+0)	2, 4
4.0	Statistics for Communication Sciences (28469) Šimičević, V.	LI	30 (15+15+0)	1, 2, 3, 4
3.0	Theoretical Systems in Psychology (37799) Pavlin Bernardić, N.	LI	30 (30+0+0)	2, 4

5th semester, 3rd year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	5
5.0	Croatian Latinity (37463) Knezović, P.; Jerković, M.	LI	45 (30+15+0)	5
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	5
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	5
4.0	Geographical Features of Croatia (61847) Pokos, N.	LI	30 (15+15+0)	5
5.0	History of Croatian Theatre (37469) Franić Tomić, V.	LI	30 (30+0+0)	5
ECTS	KRO (1787) - Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Croatian Mythology (37844) Marks, L.	LI	30 (15+15+0)	1, 3, 5
4.0	Pavao Vitezović (52938) Jembrih, A.	LI	30 (15+15+0)	1, 3, 5
4.0	Proofreading and Editing (45869) Tafra, B.	LI	30 (15+15+0)	1, 3, 5
4.0	Selections from World Literature (37854) Zima, D.	LI	30 (30+0+0)	1, 3, 5

6th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	BA work (38774)	Lo	0 (0+0+0)	6
5.0	Croatian Dialectology (85284) Vulić, S.	LI	30 (30+0+0)	6
5.0	Exact Sciences in Croatian Culture (46221) Kutleša, S.	LI	30 (15+15+0)	6
5.0	History of Croatian Philosophy (38842) Kutleša, S.	LI	30 (15+15+0)	6
5.0	History of the Croatian Standard Language (37466) Tafra, B.	LI	45 (30+15+0)	6
ECTS	KRO (1787) - Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Croatian Language in the 19th Century (37888) Grčević, M.	LI	30 (15+15+0)	2, 4, 6
4.0	Croatian Literature of Modernism (37883) Maštrović, T.	LI	30 (15+15+0)	2, 4, 6
4.0	History of Zagreb (61897) Vitek, D.	Lo	30 (15+15+0)	2, 4, 6
4.0	Juraj Križanić (45868) Jembrih, A.	LI	30 (15+15+0)	2, 4, 6

History (180 ECTS)

Qualification awarded: University Bachelor of Arts in History
(univ. bacc. hist.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	History and Culture of Ancient Egypt (94019) Tomorad, M.	LI	30 (30+0+0)	I
4.0	History and Culture of the Greek and Roman World (93908) Tomorad, M.	LI	30 (30+0+0)	I
0.0	Physical Education and Sports I (51821) Bagarić, I.	LI	30 (0+0+30)	I
3.0	Prehistory and the First Civilisations (93907) Tomorad, M.	L2	30 (30+0+0)	I
4.0	Scientific Research Methodology (38064) Tomorad, M.	Lo	30 (15+15+0)	I
ECTS	POV (1833) - Elective courses / working groups	Eng. Lev.	Study Hours	Sem.
4.0	Ancient Egypt, Greece and Rome in Motion Pictures: Facts vs. Fiction (117182) Tomorad, M.	Lo	30 (30+0+0)	I, 3, 5
4.0	Bosna Srebrena in Ottoman Empire (117210) Korade, M.	Lo	30 (0+30+0)	I, 3, 5
4.0	Catholic Church and Croatian Politics 1918.-1990. (52996)	LI	30 (0+30+0)	I, 2, 3, 4, 5, 6
4.0	Croatian History - Selected Topics 1918-1928 (93952) Dizdar, Z.	LI	30 (0+30+0)	I, 3, 5
3.0	Economic Picture of Istria during Antiquity (78702) Tomorad, M.	LI	30 (0+30+0)	I, 3, 5
3.0	Marko Antun de Dominis' Message of Peace (86300) Korade, M.	LI	30 (0+30+0)	I, 3, 5
3.0	Mediterranean in the 19th and 20th Century (117211) Korade, M.	LI	30 (0+30+0)	I, 3, 5
4.0	Myths and Religious Rituals in the Ancient World (38112) Tomorad, M.	L2	30 (0+30+0)	I, 3, 5
4.0	The Ancient Cities of Continental Croatia (52991) Tomorad, M.	Lo	30 (0+30+0)	I, 3, 5
4.0	The Persecution of Witches (61927) Buczynski, A.	Lo	30 (15+15+0)	I, 3, 5
ECTS	POV (3517) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4, 5, 6
5.0	Aesthetics I (46217) Pečnjak, D.	LI	30 (30+0+0)	I, 3, 5
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	I, 2, 3, 4, 5, 6
5.0	Croatian Identity in the European Context (84454) Šišak, M.	LI	30 (30+0+0)	I, 3, 5
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	I, 2, 3, 4, 5, 6

4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
7.0	Epistemology I (46216) Čuljak, Z.	LI	60 (30+30+0)	1, 3, 5
2.0	Ethics in Psychology (28713) Despot Lučanin, J.	LI	30 (30+0+0)	1, 3, 5
2.0	Fundamental Problems of Philosophy (37710) Bracanović, T.	LI	30 (15+15+0)	1, 3, 5
4.0	Geographical Features of Croatia (61847) Pokos, N.	LI	30 (15+15+0)	1, 3, 5
5.0	History of Croatian Theatre (37469) Franić Tomić, V.	LI	30 (30+0+0)	1, 3, 5
4.0	History of Media Communications in Croatia (28467) Korade, M.	LI	30 (15+15+0)	1, 3, 5
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
5.0	Introduction to Communication Sciences (86090) Labaš, D.	LI	30 (30+0+0)	1, 3, 5
3.0	Introduction to Latin Philology (37549) Tvrtković, T.	LI	30 (15+15+0)	1, 3, 5
3.0	Introduction to Psychology (37790) Šakić, V.	Lo	30 (15+15+0)	1, 3, 5
5.0	Introduction to Social Research Methods I (37764) Šimičević, V.	L2	60 (30+0+30)	1, 3, 5
5.0	Introduction to Sociology (37760) Matić, R.	Lo	30 (30+0+0)	1, 3, 5
6.0	Language and Style Practicum (28463) Tafra, B.	LI	60 (0+0+60)	1, 3, 5
7.0	Logic 2 (28313) Kovač, S.	LI	60 (30+30+0)	1, 3, 5
4.0	Political Economy (37737)	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
5.0	Political Geography (38031) Pokos, N.	LI	30 (30+0+0)	1, 3, 5
7.0	Rationalism and Empiricism (117070) Gregorić, P.	LI	60 (30+30+0)	1, 3, 5
3.0	Roman History and Civilization (45755) Demo, Š.	L2	30 (15+15+0)	1, 3, 5
4.0	Sociology of Croatian Society I (37766) Lay, V.	LI	30 (0+30+0)	1, 3, 5
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	1, 3, 5

2nd semester, 1st year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	19th and 20th Century Croatian Historiography (38055) Korade, M.	LI	30 (30+0+0)	2
5.0	Croatian History (7-16 centuries) (38053) Popić, T.	LI	30 (30+0+0)	2
3.0	Latin (45754) Demo, Š.	Lo	60 (15+0+45)	2
5.0	Medieval European History (38043) Ančić, M.	LI	30 (30+0+0)	2
0.0	Physical Education and Sports 2 (51865) Bagarić, I.	LI	30 (0+0+30)	2

ECTS	POV (1833) - Elective courses / working groups	Eng. Lev.	Study Hours	Sem.
3.0	Archaeology and Croatian Medieval History (93930) Popić, T.	LI	30 (0+30+0)	2, 4, 6
4.0	Catholic Church and Croatian Politics 1918.-1990. (52996)	LI	30 (0+30+0)	1, 2, 3, 4, 5, 6
3.0	Church History in the Light of Medieval Sources (61895) Popić, T.	Lo	30 (0+30+0)	2, 4, 6
4.0	Communist Party Policy toward Political Opponents and Dissidents (53021) Akmadža, M.	LI	30 (0+30+0)	2, 4, 6
4.0	Croatian History - Selected Topics 1929-1941 (93960) Dizdar, Z.	LI	30 (0+30+0)	2, 4, 6
4.0	History of Zagreb (61897) Vitek, D.	Lo	30 (15+15+0)	2, 4, 6
4.0	Introduction to the History of Humanism and the Renaissance (54553) Popić, T.	LI	30 (0+30+0)	2, 4, 6
3.0	Medieval Towns in Europe (85466) Benyovsky Latin, I.	LI	30 (0+30+0)	2, 4, 6
3.0	Military and Political Aspects of the Battle of Vukovar (86951) Jurčević, J.	LI	30 (0+30+0)	2, 4, 6
4.0	The History of Scotland in 17th and 18th Century (119092) Buczynski, A.	Lo	30 (15+15+0)	2, 4, 6
4.0	The History of the United States of America in the 19th Century in Motion Pictures: Fiction and Reality (117194) Tomorad, M.	Lo	30 (30+0+0)	2, 4, 6
3.0	Travels and Travel Writers throughout History (93964) Korade, M.	LI	30 (0+30+0)	2, 4, 6
3.0	Zadar in the Middle Ages (93924) Popić, T.	LI	30 (0+30+0)	2, 4, 6
ECTS	POV (3517) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
5.0	Croatian Ethnology (37458) Grbić, J.	LI	30 (15+15+0)	2, 4, 6
4.0	Croatian Folk Literature (45833) Marks, L.	LI	30 (15+15+0)	2, 4, 6
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
7.0	Ethics I (37959) Bracanović, T.	LI	60 (30+30+0)	2, 4, 6
4.0	Ethics in Journalism (28470) Labaš, D.	LI	30 (15+15+0)	2, 4, 6
5.0	Exact Sciences in Croatian Culture (46221) Kutleša, S.	LI	30 (15+15+0)	2, 4, 6
6.0	Forms of Communication in Journalism (37896) Zgrabljic Rotar, N.	LI	60 (0+0+60)	2, 4, 6
5.0	History of Croatian Philosophy (38842) Kutleša, S.	LI	30 (15+15+0)	2, 4, 6
5.0	Introduction to Journalism (86089) Jurišić, J.	LI	30 (30+0+0)	2, 4, 6

5.0	Kant (117072) Talanga, J.	LI	30 (15+15+0)	2, 4, 6
3.0	Latin Literature I (45756) Knezović, P.	LI	60 (30+30+0)	2, 4, 6
7.0	Logic I (37718) Kovač, S.	LI	60 (30+30+0)	2, 4, 6
4.0	Mass Communication: Legal Aspects (28476) Zgrabljic Rotar, N.	LI	30 (15+15+0)	2, 4, 6
5.0	Media and Communication History (38003) Korade, M.	LI	30 (15+15+0)	2, 4, 6
7.0	Metaphysics I (37958) Grgić, F.	LI	60 (30+30+0)	2, 4, 6
5.0	Philosophy of Language (46218) Pečnjak, D.	LI	30 (30+0+0)	2, 4, 6
7.0	Plato and Aristotle (37721) Gregorić, P.	LI	60 (30+30+0)	2, 4, 6
4.0	Political Economy (37737)	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
4.0	Republic of Croatia: Information Systems (28468) Jurišić, J.	LI	30 (15+15+0)	2, 4, 6
5.0	Social Psychology (37767) Franc, R.	LI	45 (30+15+0)	2, 4, 6
4.0	Sociology of Croatian Society 2 (37769) Marinović, A.	Lo	30 (0+30+0)	2, 4, 6
3.0	Theoretical Systems in Psychology (37799) Pavlin Bernardić, N.	LI	30 (30+0+0)	2, 4, 6
4.0	World Populations (37787) Pokos, N.	LI	30 (15+15+0)	2, 4, 6

3rd semester, 2nd year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Croatian History (16th-18th Centuries) (38056) Vitek, D.	LI	30 (30+0+0)	3
5.0	Croatian Latin Historiography (38057) Korade, M.	LI	30 (30+0+0)	3
5.0	Early Modern European and World History (38054) Jukić, I.	LI	30 (30+0+0)	3
2.0	Informatics in History (38061) Tomorad, M.	LI	30 (30+0+0)	3
ECTS	POV (1833) - Elective courses / working groups	Eng. Lev.	Study Hours	Sem.
4.0	Ancient Egypt, Greece and Rome in Motion Pictures: Facts vs. Fiction (117182) Tomorad, M.	Lo	30 (30+0+0)	1, 3, 5
4.0	Bosna Srebrena in Ottoman Empire (117210) Korade, M.	Lo	30 (0+30+0)	1, 3, 5
4.0	Catholic Church and Croatian Politics 1918.-1990. (52996)	LI	30 (0+30+0)	1, 2, 3, 4, 5, 6
4.0	Croatian History - Selected Topics 1918-1928 (93952) Dizdar, Z.	LI	30 (0+30+0)	1, 3, 5
3.0	Economic Picture of Istria during Antiquity (78702) Tomorad, M.	LI	30 (0+30+0)	1, 3, 5
3.0	Marko Antun de Dominis' Message of Peace (86300) Korade, M.	LI	30 (0+30+0)	1, 3, 5
3.0	Mediterranean in the 19th and 20th Century (117211) Korade, M.	LI	30 (0+30+0)	1, 3, 5
4.0	Myths and Religious Rituals in the Ancient World (38112) Tomorad, M.	L2	30 (0+30+0)	1, 3, 5

4.0	The Ancient Cities of Continental Croatia (52991) Tomorad, M.	Lo	30 (0+30+0)	1, 3, 5
4.0	The Persecution of Witches (61927) Buczynski, A.	Lo	30 (15+15+0)	1, 3, 5
ECTS	POV (3517) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
5.0	Aesthetics I (46217) Pećnjak, D.	LI	30 (30+0+0)	1, 3, 5
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
5.0	Croatian Identity in the European Context (84454) Šišak, M.	LI	30 (30+0+0)	1, 3, 5
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
7.0	Epistemology I (46216) Čuljak, Z.	LI	60 (30+30+0)	1, 3, 5
2.0	Ethics in Psychology (28713) Despot Lučanin, J.	LI	30 (30+0+0)	1, 3, 5
2.0	Fundamental Problems of Philosophy (37710) Bracanović, T.	LI	30 (15+15+0)	1, 3, 5
4.0	Geographical Features of Croatia (61847) Pokos, N.	LI	30 (15+15+0)	1, 3, 5
5.0	History of Croatian Theatre (37469) Franić Tomić, V.	LI	30 (30+0+0)	1, 3, 5
4.0	History of Media Communications in Croatia (28467) Korade, M.	LI	30 (15+15+0)	1, 3, 5
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
5.0	Introduction to Communication Sciences (86090) Labaš, D.	LI	30 (30+0+0)	1, 3, 5
3.0	Introduction to Latin Philology (37549) Tvrtković, T.	LI	30 (15+15+0)	1, 3, 5
3.0	Introduction to Psychology (37790) Šakić, V.	Lo	30 (15+15+0)	1, 3, 5
5.0	Introduction to Social Research Methods I (37764) Šimičević, V.	L2	60 (30+0+30)	1, 3, 5
5.0	Introduction to Sociology (37760) Matić, R.	Lo	30 (30+0+0)	1, 3, 5
6.0	Language and Style Practicum (28463) Tafra, B.	LI	60 (0+0+60)	1, 3, 5
7.0	Logic 2 (28313) Kovač, S.	LI	60 (30+30+0)	1, 3, 5
4.0	Political Economy (37737) Tomorad, M.	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
5.0	Political Geography (38031) Pokos, N.	LI	30 (30+0+0)	1, 3, 5
7.0	Rationalism and Empiricism (117070) Gregorić, P.	LI	60 (30+30+0)	1, 3, 5
3.0	Roman History and Civilization (45755) Demo, Š.	L2	30 (15+15+0)	1, 3, 5
4.0	Sociology of Croatian Society I (37766) Lay, V.	LI	30 (0+30+0)	1, 3, 5

3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	1, 3, 5
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	19th Century History (38058) Švoger, V.	LI	30 (30+0+0)	4
5.0	Croatian History in the 19th Century (38059) Matković, S.	LI	30 (30+0+0)	4
3.0	Introduction to the Auxiliary Sciences of History (38062) Šanjek, F.	LI	30 (15+15+0)	4
ECTS	POV (1833) - Elective courses / working groups	Eng. Lev.	Study Hours	Sem.
3.0	Archaeology and Croatian Medieval History (93930) Popić, T.	LI	30 (0+30+0)	2, 4, 6
4.0	Catholic Church and Croatian Politics 1918.-1990. (52996)	LI	30 (0+30+0)	1, 2, 3, 4, 5, 6
3.0	Church History in the Light of Medieval Sources (61895) Popić, T.	Lo	30 (0+30+0)	2, 4, 6
4.0	Communist Party Policy toward Political Opponents and Dissidents (53021) Akmadža, M.	LI	30 (0+30+0)	2, 4, 6
4.0	Croatian History - Selected Topics 1929-1941 (93960) Dizdar, Z.	LI	30 (0+30+0)	2, 4, 6
4.0	History of Zagreb (61897) Vitek, D.	Lo	30 (15+15+0)	2, 4, 6
4.0	Introduction to the History of Humanism and the Renaissance (54553) Popić, T.	LI	30 (0+30+0)	2, 4, 6
3.0	Medieval Towns in Europe (85466) Benyovsky Latin, I.	LI	30 (0+30+0)	2, 4, 6
3.0	Military and Political Aspects of the Battle of Vukovar (86951) Jurčević, J.	LI	30 (0+30+0)	2, 4, 6
4.0	The History of Scotland in 17th and 18th Century (119092) Buczynski, A.	Lo	30 (15+15+0)	2, 4, 6
4.0	The History of the United States of America in the 19th Century in Motion Pictures: Fiction and Reality (117194) Tomorad, M.	Lo	30 (30+0+0)	2, 4, 6
3.0	Travels and Travel Writers throughout History (93964) Korade, M.	LI	30 (0+30+0)	2, 4, 6
3.0	Zadar in the Middle Ages (93924) Popić, T.	LI	30 (0+30+0)	2, 4, 6
ECTS	POV (3517) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
5.0	Croatian Ethnology (37458) Grbić, J.	LI	30 (15+15+0)	2, 4, 6
4.0	Croatian Folk Literature (45833) Marks, L.	LI	30 (15+15+0)	2, 4, 6
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6

7.0	Ethics I (37959) Bracanović, T.	LI	60 (30+30+0)	2, 4, 6
4.0	Ethics in Journalism (28470) Labaš, D.	LI	30 (15+15+0)	2, 4, 6
5.0	Exact Sciences in Croatian Culture (46221) Kutleša, S.	LI	30 (15+15+0)	2, 4, 6
6.0	Forms of Communication in Journalism (37896) Zgrabljic Rotar, N.	LI	60 (0+0+60)	2, 4, 6
5.0	History of Croatian Philosophy (38842) Kutleša, S.	LI	30 (15+15+0)	2, 4, 6
5.0	Introduction to Journalism (86089) Jurišić, J.	LI	30 (30+0+0)	2, 4, 6
5.0	Kant (117072) Talanga, J.	LI	30 (15+15+0)	2, 4, 6
3.0	Latin Literature I (45756) Knezović, P.	LI	60 (30+30+0)	2, 4, 6
7.0	Logic I (37718) Kovač, S.	LI	60 (30+30+0)	2, 4, 6
4.0	Mass Communication: Legal Aspects (28476) Zgrabljic Rotar, N.	LI	30 (15+15+0)	2, 4, 6
5.0	Media and Communication History (38003) Korade, M.	LI	30 (15+15+0)	2, 4, 6
7.0	Metaphysics I (37958) Grgić, F.	LI	60 (30+30+0)	2, 4, 6
5.0	Philosophy of Language (46218) Pečnjak, D.	LI	30 (30+0+0)	2, 4, 6
7.0	Plato and Aristotle (37721) Gregorić, P.	LI	60 (30+30+0)	2, 4, 6
4.0	Political Economy (37737)	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
4.0	Republic of Croatia: Information Systems (28468) Jurišić, J.	LI	30 (15+15+0)	2, 4, 6
5.0	Social Psychology (37767) Franc, R.	LI	45 (30+15+0)	2, 4, 6
4.0	Sociology of Croatian Society 2 (37769) Marinović, A.	Lo	30 (0+30+0)	2, 4, 6
3.0	Theoretical Systems in Psychology (37799) Pavlin Bernardić, N.	LI	30 (30+0+0)	2, 4, 6
4.0	World Populations (37787) Pokos, N.	LI	30 (15+15+0)	2, 4, 6

5th semester, 3rd year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	20th Century History (38065) Jurčević, J.	LI	30 (30+0+0)	5
4.0	Hungarian History (38069) Jukić, I.	LI	30 (30+0+0)	5
5.0	The Croatian People in the Kingdom of Yugoslavia and during World War II (38066) Dizdar, Z.	LI	30 (30+0+0)	5
ECTS	POV (1833) - Elective courses / working groups	Eng. Lev.	Study Hours	Sem.
4.0	Ancient Egypt, Greece and Rome in Motion Pictures: Facts vs. Fiction (117182) Tomorad, M.	Lo	30 (30+0+0)	1, 3, 5
4.0	Bosna Srebrena in Ottoman Empire (117210) Korade, M.	Lo	30 (0+30+0)	1, 3, 5

4.0	Catholic Church and Croatian Politics 1918.-1990. (52996)	LI	30 (0+30+0)	I, 2, 3, 4, 5, 6
4.0	Croatian History - Selected Topics 1918-1928 (93952) Dizdar, Z.	LI	30 (0+30+0)	I, 3, 5
3.0	Economic Picture of Istria during Antiquity (78702) Tomorad, M.	LI	30 (0+30+0)	I, 3, 5
3.0	Marko Antun de Dominis' Message of Peace (86300) Korade, M.	LI	30 (0+30+0)	I, 3, 5
3.0	Mediterranean in the 19th and 20th Century (117211) Korade, M.	LI	30 (0+30+0)	I, 3, 5
4.0	Myths and Religious Rituals in the Ancient World (38112) Tomorad, M.	L2	30 (0+30+0)	I, 3, 5
4.0	The Ancient Cities of Continental Croatia (52991) Tomorad, M.	Lo	30 (0+30+0)	I, 3, 5
4.0	The Persecution of Witches (61927) Buczynski, A.	Lo	30 (15+15+0)	I, 3, 5
ECTS	POV (3517) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4, 5, 6
5.0	Aesthetics I (46217) Pečnjak, D.	LI	30 (30+0+0)	I, 3, 5
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	I, 2, 3, 4, 5, 6
5.0	Croatian Identity in the European Context (84454) Šišak, M.	LI	30 (30+0+0)	I, 3, 5
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	I, 2, 3, 4, 5, 6
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	I, 2, 3, 4, 5, 6
7.0	Epistemology I (46216) Čuljak, Z.	LI	60 (30+30+0)	I, 3, 5
2.0	Ethics in Psychology (28713) Despot Lučanin, J.	LI	30 (30+0+0)	I, 3, 5
2.0	Fundamental Problems of Philosophy (37710) Bracanović, T.	LI	30 (15+15+0)	I, 3, 5
4.0	Geographical Features of Croatia (61847) Pokos, N.	LI	30 (15+15+0)	I, 3, 5
5.0	History of Croatian Theatre (37469) Franić Tomić, V.	LI	30 (30+0+0)	I, 3, 5
4.0	History of Media Communications in Croatia (28467) Korade, M.	LI	30 (15+15+0)	I, 3, 5
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	I, 3, 5
5.0	Introduction to Communication Sciences (86090) Labaš, D.	LI	30 (30+0+0)	I, 3, 5
3.0	Introduction to Latin Philology (37549) Tvrtković, T.	LI	30 (15+15+0)	I, 3, 5
3.0	Introduction to Psychology (37790) Šakić, V.	Lo	30 (15+15+0)	I, 3, 5
5.0	Introduction to Social Research Methods I (37764) Šimičević, V.	L2	60 (30+0+30)	I, 3, 5
5.0	Introduction to Sociology (37760) Matić, R.	Lo	30 (30+0+0)	I, 3, 5
6.0	Language and Style Practicum (28463) Tafra, B.	LI	60 (0+0+60)	I, 3, 5

7.0	Logic 2 (28313) Kovač, S.	LI	60 (30+30+0)	1, 3, 5
4.0	Political Economy (37737)	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
5.0	Political Geography (38031) Pokos, N.	LI	30 (30+0+0)	1, 3, 5
7.0	Rationalism and Empiricism (117070) Gregorić, P.	LI	60 (30+30+0)	1, 3, 5
3.0	Roman History and Civilization (45755) Demo, Š.	L2	30 (15+15+0)	1, 3, 5
4.0	Sociology of Croatian Society I (37766) Lay, V.	LI	30 (0+30+0)	1, 3, 5
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	1, 3, 5

6th semester, 3rd year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Austrian History (38070) Vitek, D.	LI	30 (30+0+0)	6
5.0	BA work (38774)	Lo	0 (0+0+0)	6
5.0	Croatia in the Second Half of the 20th Century (38067) Lučić, I.	LI	30 (30+0+0)	6
4.0	Venetian History (38068) Manin, M.	LI	30 (30+0+0)	6
ECTS	POV (1833) - Elective courses / working groups	Eng. Lev.	Study Hours	Sem.
3.0	Archaeology and Croatian Medieval History (93930) Popić, T.	LI	30 (0+30+0)	2, 4, 6
4.0	Catholic Church and Croatian Politics 1918.-1990. (52996)	LI	30 (0+30+0)	1, 2, 3, 4, 5, 6
3.0	Church History in the Light of Medieval Sources (61895) Popić, T.	Lo	30 (0+30+0)	2, 4, 6
4.0	Communist Party Policy toward Political Opponents and Dissidents (53021) Akmađža, M.	LI	30 (0+30+0)	2, 4, 6
4.0	Croatian History - Selected Topics 1929-1941 (93960) Dizdar, Z.	LI	30 (0+30+0)	2, 4, 6
4.0	History of Zagreb (61897) Vitek, D.	Lo	30 (15+15+0)	2, 4, 6
4.0	Introduction to the History of Humanism and the Renaissance (54553) Popić, T.	LI	30 (0+30+0)	2, 4, 6
3.0	Medieval Towns in Europe (85466) Benyovsky Latin, I.	LI	30 (0+30+0)	2, 4, 6
3.0	Military and Political Aspects of the Battle of Vukovar (86951) Jurčević, J.	LI	30 (0+30+0)	2, 4, 6
4.0	The History of Scotland in 17th and 18th Century (119092) Buczynski, A.	Lo	30 (15+15+0)	2, 4, 6
4.0	The History of the United States of America in the 19th Century in Motion Pictures: Fiction and Reality (117194) Tomorad, M.	Lo	30 (30+0+0)	2, 4, 6
3.0	Travels and Travel Writers throughout History (93964) Korade, M.	LI	30 (0+30+0)	2, 4, 6
3.0	Zadar in the Middle Ages (93924) Popić, T.	LI	30 (0+30+0)	2, 4, 6

ECTS	POV (3517) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
5.0	Croatian Ethnology (37458) Grbić, J.	LI	30 (15+15+0)	2, 4, 6
4.0	Croatian Folk Literature (45833) Marks, L.	LI	30 (15+15+0)	2, 4, 6
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 2, 3, 4, 5, 6
7.0	Ethics I (37959) Bracanović, T.	LI	60 (30+30+0)	2, 4, 6
4.0	Ethics in Journalism (28470) Labaš, D.	LI	30 (15+15+0)	2, 4, 6
5.0	Exact Sciences in Croatian Culture (46221) Kutleša, S.	LI	30 (15+15+0)	2, 4, 6
6.0	Forms of Communication in Journalism (37896) Zgrabljic Rotar, N.	LI	60 (0+0+60)	2, 4, 6
5.0	History of Croatian Philosophy (38842) Kutleša, S.	LI	30 (15+15+0)	2, 4, 6
5.0	Introduction to Journalism (86089) Jurišić, J.	LI	30 (30+0+0)	2, 4, 6
5.0	Kant (117072) Talanga, J.	LI	30 (15+15+0)	2, 4, 6
3.0	Latin Literature I (45756) Knezović, P.	LI	60 (30+30+0)	2, 4, 6
7.0	Logic I (37718) Kovač, S.	LI	60 (30+30+0)	2, 4, 6
4.0	Mass Communication: Legal Aspects (28476) Zgrabljic Rotar, N.	LI	30 (15+15+0)	2, 4, 6
5.0	Media and Communication History (38003) Korade, M.	LI	30 (15+15+0)	2, 4, 6
7.0	Metaphysics I (37958) Grgić, F.	LI	60 (30+30+0)	2, 4, 6
5.0	Philosophy of Language (46218) Pečnjak, D.	LI	30 (30+0+0)	2, 4, 6
7.0	Plato and Aristotle (37721) Gregorić, P.	LI	60 (30+30+0)	2, 4, 6
4.0	Political Economy (37737)	LI	30 (30+0+0)	1, 2, 3, 4, 5, 6
4.0	Republic of Croatia: Information Systems (28468) Jurišić, J.	LI	30 (15+15+0)	2, 4, 6
5.0	Social Psychology (37767) Franc, R.	LI	45 (30+15+0)	2, 4, 6
4.0	Sociology of Croatian Society 2 (37769) Marinović, A.	Lo	30 (0+30+0)	2, 4, 6
3.0	Theoretical Systems in Psychology (37799) Pavlin Bernardić, N.	LI	30 (30+0+0)	2, 4, 6
4.0	World Populations (37787) Pokos, N.	LI	30 (15+15+0)	2, 4, 6

Psychology (180 ECTS)

Qualification awarded: University Bachelor of Arts in Psychology
(univ. bacc. psych.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I
3.0	Fundamentals of Cellular Biology and Genetics (115576) Petanjek, Z.	LI	45 (30+0+15)	I
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	I
3.0	Introduction to Psychology (37790) Šakić, V.	Lo	30 (15+15+0)	I
3.0	Introduction to Scientific Research (37789) Koščec Đuknić, A.	LI	30 (30+0+0)	I
5.0	Perception (37796) Brkljačić, T.	LI	45 (30+0+15)	I
0.0	Physical Education and Sports I (51821) Bagarić, I.	LI	30 (0+0+30)	I
ECTS	PSI (1860) - Elective courses	Eng. Lev.	Study Hours	Sem.
3.0	Cross-Cultural Psychology (117250) Delale, E.; Butković, A.	Lo	30 (30+0+0)	I, 3
3.0	Evolutionary psychology (76067) Hromatko, I.	LI	30 (30+0+0)	I, 3
3.0	Psychology of Addiction (51161) Sakoman, S.; Glavak Tkalić, R.	L2	30 (30+0+0)	I, 3
3.0	Psychology of Menagement (52976) Burušić, J.	Lo	30 (30+0+0)	I, 3
3.0	Psychology of Religiosity (52975) Živković, I.	LI	30 (30+0+0)	I, 3
3.0	Psychology of the Gifted (38650) Pavlin Bernardić, N.	LI	30 (30+0+0)	I, 3
ECTS	PSI (2980) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	20th Century History (38065) Jurčević, J.	LI	30 (30+0+0)	I
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2
5.0	Aesthetics I (46217) Pečnjak, D.	LI	30 (30+0+0)	I
4.0	Croatian Archaeological Heritage (37462) Tomorađ, M.	LI	30 (15+15+0)	I, 2
5.0	Croatian History (16th-18th Centuries) (38056) Vitek, D.	LI	30 (30+0+0)	I
5.0	Croatian Identity in the European Context (84454) Šišak, M.	LI	30 (30+0+0)	I
4.0	Croatian Literary Baroque and the Ages of Enlightenment (52318) Jembrih, A.	LI	30 (15+15+0)	I, 2
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	I, 2

4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	I, 2
7.0	Epistemology I (46216) Čuljak, Z.	LI	60 (30+30+0)	I
2.0	Fundamental Problems of Philosophy (37710) Bracanović, T.	LI	30 (15+15+0)	I
4.0	Geographical Features of Croatia (61847) Pokos, N.	LI	30 (15+15+0)	I
3.0	History and Culture of Ancient Egypt (94019) Tomorad, M.	LI	30 (30+0+0)	I
4.0	History and Culture of the Greek and Roman World (93908) Tomorad, M.	LI	30 (30+0+0)	I
5.0	History of Croatian Theatre (37469) Franić Tomić, V.	LI	30 (30+0+0)	I
4.0	History of Media Communications in Croatia (28467) Korade, M.	LI	30 (15+15+0)	I
5.0	Introduction to Communication Sciences (86090) Labaš, D.	LI	30 (30+0+0)	I
3.0	Introduction to Latin Philology (37549) Tvrtković, T.	LI	30 (15+15+0)	I
5.0	Introduction to Social Research Methods I (37764) Šimičević, V.	L2	60 (30+0+30)	I
5.0	Introduction to Sociology (37760) Matić, R.	Lo	30 (30+0+0)	I
6.0	Language and Style Practicum (28463) Tafra, B.	LI	60 (0+0+60)	I
7.0	Logic 2 (28313) Kovač, S.	LI	60 (30+30+0)	I
4.0	Political Economy (37737)	LI	30 (30+0+0)	I, 2
5.0	Political Geography (38031) Pokos, N.	LI	30 (30+0+0)	I
3.0	Prehistory and the First Civilisations (93907) Tomorad, M.	L2	30 (30+0+0)	I
7.0	Rationalism and Empiricism (117070) Gregorić, P.	LI	60 (30+30+0)	I
3.0	Roman History and Civilization (45755) Demo, Š.	L2	30 (15+15+0)	I
4.0	Sociology of Croatian Society I (37766) Lay, V.	LI	30 (0+30+0)	I
4.0	Statistics for Communication Sciences (28469) Šimičević, V.	LI	30 (15+15+0)	I, 2
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	I
5.0	The Croatian People in the Kingdom of Yugoslavia and during World War II (38066) Dizdar, Z.	LI	30 (30+0+0)	I

2nd semester, 1st year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Basics of Biological Psychology (94507) Hromatko, I.	LI	45 (30+0+15)	2
4.0	Descriptive Statistics (45751) Žebec, M.	LI	60 (30+0+30)	2
0.0	Physical Education and Sports 2 (51865) Bagarić, I.	LI	30 (0+0+30)	2
3.0	Theoretical Systems in Psychology (37799) Pavlin Bernardić, N.	LI	30 (30+0+0)	2

ECTS	PSI (1860) - Elective courses	Eng. Lev.	Study Hours	Sem.
3.0	Comparative Psychology (38883) Tadić, Z.	Lo	30 (30+0+0)	2, 4
3.0	Developmental neurobiology (94009) Petanjek, Z.	LI	30 (30+0+0)	2, 4
3.0	Methods of Functional Brain Imaging (115594)	Lo	30 (30+0+0)	2, 4
3.0	Neurobiology of Abnormal Behaviour and Mental Illness (38656) Petanjek, Z.; Hromatko, I.	LI	30 (30+0+0)	2, 4
3.0	Psychology of Communication (79402) Despot Lučanin, J.	LI	30 (30+0+0)	2, 4
ECTS	PSI (2980) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	19th and 20th Century Croatian Historiography (38055) Korade, M.	LI	30 (30+0+0)	2
5.0	20th Century Croatian Cultural and Political History (37456) Miškulin, I.	LI	45 (30+15+0)	2
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2
5.0	Croatia in the Second Half of the 20th Century (38067) Lučić, I.	LI	30 (30+0+0)	2
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	1, 2
5.0	Croatian Ethnology (37458) Grbić, J.	LI	30 (15+15+0)	2
4.0	Croatian Folk Literature (45833) Marks, L.	LI	30 (15+15+0)	2
5.0	Croatian History (7-16 centuries) (38053) Popić, T.	LI	30 (30+0+0)	2
5.0	Croatian History in the 19th Century (38059) Matković, S.	LI	30 (30+0+0)	2
4.0	Croatian Literary Baroque and the Ages of Enlightenment (52318) Jembrih, A.	LI	30 (15+15+0)	1, 2
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	1, 2
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 2
7.0	Ethics I (37959) Bracanović, T.	LI	60 (30+30+0)	2
4.0	Ethics in Journalism (28470) Labaš, D.	LI	30 (15+15+0)	2
5.0	Exact Sciences in Croatian Culture (46221) Kutleša, S.	LI	30 (15+15+0)	2
6.0	Forms of Communication in Journalism (37896) Zgrabljic Rotar, N.	LI	60 (0+0+60)	2
5.0	History of Croatian Philosophy (38842) Kutleša, S.	LI	30 (15+15+0)	2
5.0	Introduction to Journalism (86089) Jurišić, J.	LI	30 (30+0+0)	2
5.0	Introduction to Social Research Methods and Statistics (28462) Burić, I.	LI	30 (30+0+0)	2
5.0	Kant (117072) Talanga, J.	LI	30 (15+15+0)	2
3.0	Latin Literature I (45756) Knezović, P.	LI	60 (30+30+0)	2
7.0	Logic I (37718) Kovač, S.	LI	60 (30+30+0)	2

4.0	Mass Communication: Legal Aspects (28476) Zgrabljic Rotar, N.	LI	30 (15+15+0)	2
5.0	Media and Communication History (38003) Korade, M.	LI	30 (15+15+0)	2
7.0	Metaphysics I (37958) Grgic, F.	LI	60 (30+30+0)	2
5.0	Philosophy of Language (46218) Pecnjak, D.	LI	30 (30+0+0)	2
7.0	Plato and Aristotle (37721) Gregoric, P.	LI	60 (30+30+0)	2
4.0	Political Economy (37737)	LI	30 (30+0+0)	1, 2
4.0	Republic of Croatia: Information Systems (28468) Jurisic, J.	LI	30 (15+15+0)	2
4.0	Sociology of Croatian Society 2 (37769) Marinovic, A.	Lo	30 (0+30+0)	2
4.0	Statistics for Communication Sciences (28469) Simicevic, V.	LI	30 (15+15+0)	1, 2
4.0	World Populations (37787) Pokos, N.	LI	30 (15+15+0)	2

3rd semester, 2nd year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Behavioral Neurobiology (37801) Petanjek, Z.	Lo	45 (30+0+15)	3
5.0	Inferential Statistics (37813) Zebec, M.	LI	60 (30+0+30)	3
3.0	Introduction to Developmental Psychology (37808) Delale, E.	LI	30 (30+0+0)	3
4.0	Practicum in Biological Psychology (37803) Petanjek, Z.	Lo	60 (15+0+45)	3
5.0	Psychological Measurement (38647) Vurnek Zivkovic, M.	LI	60 (30+0+30)	3
5.0	Psychology of Memory (37804) Vranic, A.	LI	45 (30+15+0)	3

ECTS	PSI (1860) - Elective courses	Eng. Lev.	Study Hours	Sem.
3.0	Cross-Cultural Psychology (117250) Delale, E.; Butkovic, A.	Lo	30 (30+0+0)	1, 3
3.0	Evolutionary psychology (76067) Hromatko, I.	LI	30 (30+0+0)	1, 3
3.0	Psychology of Addiction (51161) Sakoman, S.; Glavak Tkalic, R.	L2	30 (30+0+0)	1, 3
3.0	Psychology of Management (52976) Burusic, J.	Lo	30 (30+0+0)	1, 3
3.0	Psychology of Religiosity (52975) Zivkovic, I.	LI	30 (30+0+0)	1, 3
3.0	Psychology of the Gifted (38650) Pavlin Bernardic, N.	LI	30 (30+0+0)	1, 3

4th semester, 2nd year

ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	ANOVA Models (37814) Zebec, M.	LI	60 (30+0+30)	4
4.0	Experimental Methods (86409) Milas, G.	LI	45 (30+15+0)	4

5.0	Motivation (37810) Delale, E.	LI	45 (30+15+0)	4
5.0	Psychology of Childhood and Adolescence (37809) Raboteg-Šarić, Z.	LI	45 (30+15+0)	4
5.0	Psychology of Learning (38843) Pavlin Bernardić, N.; Vranić, A.	LI	45 (30+15+0)	4
ECTS	PSI (1860) - Elective courses	Eng. Lev.	Study Hours	Sem.
3.0	Comparative Psychology (38883) Tadić, Z.	Lo	30 (30+0+0)	2, 4
3.0	Developmental neurobiology (94009) Petanjek, Z.	LI	30 (30+0+0)	2, 4
3.0	Methods of Functional Brain Imaging (115594)	Lo	30 (30+0+0)	2, 4
3.0	Neurobiology of Abnormal Behaviour and Mental Illness (38656) Petanjek, Z.; Hromatko, I.	LI	30 (30+0+0)	2, 4
3.0	Psychology of Communication (79402) Despot Lučanin, J.	LI	30 (30+0+0)	2, 4
5th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Differential Psychology (28722) Butković, A.	LI	45 (30+15+0)	5
5.0	Emotions (37811) Delale, E.	L2	45 (30+15+0)	5
2.0	Ethics in Psychology (28713) Despot Lučanin, J.	LI	30 (30+0+0)	5
5.0	General Psychopathology (38642) Glavak Tkalić, R.; Sakoman, S.	LI	45 (30+15+0)	5
5.0	Introduction to Social Psychology (38641) Franc, R.	LI	45 (30+15+0)	5
4.0	Non-Experimental Methods (86410) Milas, G.	LI	45 (30+15+0)	5
5.0	Psychology of Adulthood and Aging (38640) Despot Lučanin, J.	LI	45 (30+15+0)	5
6th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Basic Social Behaviour (38644) Sučić, I.	LI	45 (30+15+0)	6
3.0	Introduction to Clinical Psychology (38645) Lauri-Korajlija, A.	LI	30 (30+0+0)	6
5.0	Organisational Psychology (28729) Kaliterna-Lipovčan, L.; Košćec Đuknić, A.	LI	45 (30+15+0)	6
4.0	Qualitative Methods (86411) Brkljačić, T.	LI	45 (30+15+0)	6
4.0	Research Methods Practicum (38646) Vurnek Živković, M.	Lo	60 (0+0+60)	6
4.0	Specific Psychopathology (28732) Sakoman, S.; Glavak Tkalić, R.	LI	45 (30+15+0)	6
5.0	Theoretical Systems and Models in Personality Psychology (38643) Mlačić, B.	Lo	45 (30+15+0)	6

Sociology (180 ECTS)

Qualification awarded: University Bachelor of Arts in Sociology
(univ. bacc. soc.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Introduction to Scientific Work (37762) Cajner Mraović, I.	LI	60 (30+0+30)	I
5.0	Introduction to Sociology (37760) Matić, R.	Lo	30 (30+0+0)	I
0.0	Physical Education and Sports I (51821) Bagarić, I.	LI	30 (0+0+30)	I
4.0	Sociology of Croatian Society I (37766) Lay, V.	LI	30 (0+3+0+0)	I
ECTS	SOC (1770) - Elective courses (2)	Eng. Lev.	Study Hours	Sem.
3.0	Cross-Cultural Psychology (38653) Delale, E.	Lo	30 (15+15+0)	I, 3, 5
3.0	Cross-Cultural Psychology (117250) Delale, E.; Butković, A.	Lo	30 (30+0+0)	I, 3, 5
4.0	Cultural Aspects of Work (46086) Dubreta, N.	LI	30 (15+15+0)	I, 3, 5
5.0	Political Geography (38031) Pokos, N.	LI	30 (30+0+0)	I, 3, 5
4.0	Social Pathology (37788) Cajner Mraović, I.	LI	45 (30+15+0)	I, 3, 5
4.0	Sociology of Art (28878) Čolić, S.	Lo	30 (30+0+0)	I, 3, 5
4.0	Sociology of Consumption (84508) Peračković, K.	LI	30 (30+0+0)	I, 3, 5
4.0	Sociology of Health and Illness (52487) Juričić, Z.	Lo	30 (30+0+0)	I, 3, 5
ECTS	SOC (2960) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	20th Century History (38065) Jurčević, J.	LI	30 (30+0+0)	I, 3
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
5.0	Aesthetics I (46217) Pečnjak, D.	LI	30 (30+0+0)	I, 3
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	I, 2, 3, 4
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	I, 2, 3, 4
5.0	Croatian History (16th-18th Centuries) (38056) Vitek, D.	LI	30 (30+0+0)	I, 3
5.0	Croatian Identity in the European Context (84454) Šišak, M.	LI	30 (30+0+0)	I, 3
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	I, 2, 3, 4

4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	I, 2, 3, 4
7.0	Epistemology I (46216) Čuljak, Z.	LI	60 (30+30+0)	I, 3
2.0	Ethics in Psychology (28713) Despot Lučanin, J.	LI	30 (30+0+0)	I, 3
2.0	Fundamental Problems of Philosophy (37710) Bracanović, T.	LI	30 (15+15+0)	I, 3
4.0	Geographical Features of Croatia (61847) Pokos, N.	LI	30 (15+15+0)	I, 3
3.0	History and Culture of Ancient Egypt (94019) Tomorad, M.	LI	30 (30+0+0)	I, 3
4.0	History and Culture of the Greek and Roman World (93908) Tomorad, M.	LI	30 (30+0+0)	I, 3
5.0	History of Croatian Theatre (37469) Franić Tomić, V.	LI	30 (30+0+0)	I, 3
4.0	History of Media Communications in Croatia (28467) Korade, M.	LI	30 (15+15+0)	I, 3
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	I, 3
5.0	Introduction to Communication Sciences (86090) Labaš, D.	LI	30 (30+0+0)	I, 3
3.0	Introduction to Latin Philology (37549) Tvrtković, T.	LI	30 (15+15+0)	I, 3
3.0	Introduction to Psychology (37790) Šakić, V.	Lo	30 (15+15+0)	I, 3
6.0	Language and Style Practicum (28463) Tafra, B.	LI	60 (0+0+60)	I, 3
7.0	Logic 2 (28313) Kovač, S.	LI	60 (30+30+0)	I, 3
3.0	Prehistory and the First Civilisations (93907) Tomorad, M.	L2	30 (30+0+0)	I, 3
7.0	Rationalism and Empiricism (117070) Gregorić, P.	LI	60 (30+30+0)	I, 3
3.0	Roman History and Civilization (45755) Demo, Š.	L2	30 (15+15+0)	I, 3
4.0	Statistics for Communication Sciences (28469) Šimičević, V.	LI	30 (15+15+0)	I, 2, 3, 4
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	I, 3
5.0	The Croatian People in the Kingdom of Yugoslavia and during World War II (38066) Dizdar, Z.	LI	30 (30+0+0)	I, 3
ECTS	TZP (3557) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
ECTS	SOC (3839) - Elective courses (I.)-1st semester	Eng. Lev.	Study Hours	Sem.
2.0	Human Rights (51214) Radačić, I.	LI	30 (0+30+0)	I
4.0	Social Ecology (37771) Lay, V.	LI	30 (15+15+0)	I

2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
0.0	Physical Education and Sports 2 (51865) Bagarić, I.	LI	30 (0+0+30)	2
4.0	Political Economy (37737)	LI	30 (30+0+0)	2
4.0	Sociology of Croatian Society 2 (37769) Marinović, A.	Lo	30 (0+30+0)	2
7.0	Systematic Sociology I (45752) Matić, R.	Lo	60 (30+30+0)	2
ECTS	SOC (1770) - Elective courses (2)	Eng. Lev.	Study Hours	Sem.
4.0	Basics of National and Private Security Policies, Systems, Actors (117171)	Lo	30 (15+15+0)	2, 4, 6
4.0	Critical Thought in Sociology (28884) Matić, R.	Lo	45 (30+15+0)	2, 4, 6
4.0	Economic Sociology (37772)	LI	30 (30+0+0)	2, 4, 6
4.0	Gender, Sex and Human Rights (76167)	L3	30 (15+15+0)	2, 4, 6
4.0	Research, Measurement and Restraining Corruption. (126250) Cajner Mraović, I.	Lo	30 (15+15+0)	2, 4, 6
4.0	Sociology of Dying and Death (117156) Markešić, I.	LI	30 (30+0+0)	2, 4, 6
4.0	Sociology of Identity (117249) Matić, R.	LI	30 (15+15+0)	2, 4, 6
4.0	World Populations (37787) Pokos, N.	LI	30 (15+15+0)	2, 4, 6
ECTS	SOC (2960) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	19th and 20th Century Croatian Historiography (38055) Korade, M.	LI	30 (30+0+0)	2, 4
5.0	20th Century Croatian Cultural and Political History (37456) Miškulin, I.	LI	45 (30+15+0)	2, 4
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4
5.0	Croatia in the Second Half of the 20th Century (38067) Lučić, I.	LI	30 (30+0+0)	2, 4
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	1, 2, 3, 4
5.0	Croatian Ethnology (37458) Grbić, J.	LI	30 (15+15+0)	2, 4
4.0	Croatian Folk Literature (45833) Marks, L.	LI	30 (15+15+0)	2, 4
5.0	Croatian History (7-16 centuries) (38053) Popić, T.	LI	30 (30+0+0)	2, 4
5.0	Croatian History in the 19th Century (38059) Matković, S.	LI	30 (30+0+0)	2, 4
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	1, 2, 3, 4
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	1, 2, 3, 4

7.0	Ethics I (37959) Bracanović, T.	LI	60 (30+30+0)	2, 4
4.0	Ethics in Journalism (28470) Labaš, D.	LI	30 (15+15+0)	2, 4
5.0	Exact Sciences in Croatian Culture (46221) Kutleša, S.	LI	30 (15+15+0)	2, 4
6.0	Forms of Communication in Journalism (37896) Zgrabljic Rotar, N.	LI	60 (0+0+60)	2, 4
5.0	History of Croatian Philosophy (38842) Kutleša, S.	LI	30 (15+15+0)	2, 4
5.0	Introduction to Journalism (86089) Jurišić, J.	LI	30 (30+0+0)	2, 4
5.0	Introduction to Social Research Methods and Statistics (28462) Burić, I.	LI	30 (30+0+0)	2, 4
5.0	Kant (117072) Talanga, J.	LI	30 (15+15+0)	2, 4
3.0	Latin Literature I (45756) Knezović, P.	LI	60 (30+30+0)	2, 4
7.0	Logic I (37718) Kovač, S.	LI	60 (30+30+0)	2, 4
4.0	Mass Communication: Legal Aspects (28476) Zgrabljic Rotar, N.	LI	30 (15+15+0)	2, 4
5.0	Media and Communication History (38003) Korade, M.	LI	30 (15+15+0)	2, 4
7.0	Metaphysics I (37958) Grgić, F.	LI	60 (30+30+0)	2, 4
5.0	Philosophy of Language (46218) Pečnjak, D.	LI	30 (30+0+0)	2, 4
7.0	Plato and Aristotle (37721) Gregorić, P.	LI	60 (30+30+0)	2, 4
4.0	Republic of Croatia: Information Systems (28468) Jurišić, J.	LI	30 (15+15+0)	2, 4
4.0	Statistics for Communication Sciences (28469) Šimičević, V.	LI	30 (15+15+0)	1, 2, 3, 4
3.0	Theoretical Systems in Psychology (37799) Pavlin Bernardić, N.	LI	30 (30+0+0)	2, 4
ECTS	TZP (3557) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4
ECTS	SOC (3840) - Elective courses (1.)-2nd semester	Eng. Lev.	Study Hours	Sem.
4.0	Sociology of Culture (51215) Čolić, S.	Lo	30 (30+0+0)	2
4.0	The History of Social Theory (37782) Talanga, J.	LI	30 (15+15+0)	2
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Introduction to Social Research Methods I (37764) Šimičević, V.	L2	60 (30+0+30)	3
7.0	Systematic Sociology 2 (45753) Matić, R.	Lo	60 (30+30+0)	3

ECTS	SOC (1770) - Elective courses (2)	Eng. Lev.	Study Hours	Sem.
3.0	Cross-Cultural Psychology (38653) Delale, E.	Lo	30 (15+15+0)	I, 3, 5
3.0	Cross-Cultural Psychology (117250) Delale, E.; Butković, A.	Lo	30 (30+0+0)	I, 3, 5
4.0	Cultural Aspects of Work (46086) Dubreta, N.	LI	30 (15+15+0)	I, 3, 5
5.0	Political Geography (38031) Pokos, N.	LI	30 (30+0+0)	I, 3, 5
4.0	Social Pathology (37788) Cajner Mraović, I.	LI	45 (30+15+0)	I, 3, 5
4.0	Sociology of Art (28878) Čolić, S.	Lo	30 (30+0+0)	I, 3, 5
4.0	Sociology of Consumption (84508) Peračković, K.	LI	30 (30+0+0)	I, 3, 5
4.0	Sociology of Health and Illness (52487) Juričić, Z.	Lo	30 (30+0+0)	I, 3, 5
ECTS	SOC (2960) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	20th Century History (38065) Jurčević, J.	LI	30 (30+0+0)	I, 3
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
5.0	Aesthetics I (46217) Pečnjak, D.	LI	30 (30+0+0)	I, 3
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	I, 2, 3, 4
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	I, 2, 3, 4
5.0	Croatian History (16th-18th Centuries) (38056) Vitek, D.	LI	30 (30+0+0)	I, 3
5.0	Croatian Identity in the European Context (84454) Šišak, M.	LI	30 (30+0+0)	I, 3
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	I, 2, 3, 4
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	I, 2, 3, 4
7.0	Epistemology I (46216) Čuljak, Z.	LI	60 (30+30+0)	I, 3
2.0	Ethics in Psychology (28713) Despot Lučanin, J.	LI	30 (30+0+0)	I, 3
2.0	Fundamental Problems of Philosophy (37710) Bracanović, T.	LI	30 (15+15+0)	I, 3
4.0	Geographical Features of Croatia (61847) Pokos, N.	LI	30 (15+15+0)	I, 3
3.0	History and Culture of Ancient Egypt (94019) Tomorad, M.	LI	30 (30+0+0)	I, 3
4.0	History and Culture of the Greek and Roman World (93908) Tomorad, M.	LI	30 (30+0+0)	I, 3
5.0	History of Croatian Theatre (37469) Franić Tomić, V.	LI	30 (30+0+0)	I, 3
4.0	History of Media Communications in Croatia (28467) Korade, M.	LI	30 (15+15+0)	I, 3
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	I, 3

5.0	Introduction to Communication Sciences (86090) Labaš, D.	LI	30 (30+0+0)	I, 3
3.0	Introduction to Latin Philology (37549) Tvrtković, T.	LI	30 (15+15+0)	I, 3
3.0	Introduction to Psychology (37790) Šakić, V.	Lo	30 (15+15+0)	I, 3
6.0	Language and Style Practicum (28463) Tafra, B.	LI	60 (0+0+60)	I, 3
7.0	Logic 2 (28313) Kovač, S.	LI	60 (30+30+0)	I, 3
3.0	Prehistory and the First Civilisations (93907) Tomorad, M.	L2	30 (30+0+0)	I, 3
7.0	Rationalism and Empiricism (117070) Gregorić, P.	LI	60 (30+30+0)	I, 3
3.0	Roman History and Civilization (45755) Demo, Š.	L2	30 (15+15+0)	I, 3
4.0	Statistics for Communication Sciences (28469) Šimičević, V.	LI	30 (15+15+0)	I, 2, 3, 4
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	I, 3
5.0	The Croatian People in the Kingdom of Yugoslavia and during World War II (38066) Dizdar, Z.	LI	30 (30+0+0)	I, 3
ECTS	SOC (3479) - Elective courses (1.)-3rd semester	Eng. Lev.	Study Hours	Sem.
5.0	Political Geography (38031) Pokos, N.	LI	30 (30+0+0)	I, 3, 5
4.0	Rural Sociology (37770) Štambuk, M.	Lo	30 (30+0+0)	3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Introduction to Social Research Methods 2 (51492) Šimičević, V.	LI	60 (30+0+30)	4
5.0	Social Psychology (37767) Franc, R.	LI	45 (30+15+0)	4
7.0	Sociological Theory I (46228) Markešić, I.	LI	60 (30+30+0)	4
5.0	Statistics for Social Research (37765) Šimičević, V.	LI	60 (30+30+0)	4
ECTS	SOC (1770) - Elective courses (2)	Eng. Lev.	Study Hours	Sem.
4.0	Basics of National and Private Security Policies, Systems, Actors (117171)	Lo	30 (15+15+0)	2, 4, 6
4.0	Critical Thought in Sociology (28884) Matić, R.	Lo	45 (30+15+0)	2, 4, 6
4.0	Economic Sociology (37772)	LI	30 (30+0+0)	2, 4, 6
4.0	Gender, Sex and Human Rights (76167)	L3	30 (15+15+0)	2, 4, 6
4.0	Research, Measurement and Restraining Corruption. (126250) Cajner Mraović, I.	Lo	30 (15+15+0)	2, 4, 6
4.0	Sociology of Dying and Death (117156) Markešić, I.	LI	30 (30+0+0)	2, 4, 6
4.0	Sociology of Identity (117249) Matić, R.	LI	30 (15+15+0)	2, 4, 6

4.0	World Populations (37787) Pokos, N.	LI	30 (15+15+0)	2, 4, 6
ECTS	SOC (2960) - Elective General Foundation Courses	Eng. Lev.	Study Hours	Sem.
5.0	19th and 20th Century Croatian Historiography (38055) Korade, M.	LI	30 (30+0+0)	2, 4
5.0	20th Century Croatian Cultural and Political History (37456) Miškulin, I.	LI	45 (30+15+0)	2, 4
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	I, 2, 3, 4
5.0	Croatia in the Second Half of the 20th Century (38067) Lučić, I.	LI	30 (30+0+0)	2, 4
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	I, 2, 3, 4
5.0	Croatian Ethnology (37458) Grbić, J.	LI	30 (15+15+0)	2, 4
4.0	Croatian Folk Literature (45833) Marks, L.	LI	30 (15+15+0)	2, 4
5.0	Croatian History (7-16 centuries) (38053) Popić, T.	LI	30 (30+0+0)	2, 4
5.0	Croatian History in the 19th Century (38059) Matković, S.	LI	30 (30+0+0)	2, 4
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	I, 2, 3, 4
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	I, 2, 3, 4
7.0	Ethics I (37959) Bracanović, T.	LI	60 (30+30+0)	2, 4
4.0	Ethics in Journalism (28470) Labaš, D.	LI	30 (15+15+0)	2, 4
5.0	Exact Sciences in Croatian Culture (46221) Kutleša, S.	LI	30 (15+15+0)	2, 4
6.0	Forms of Communication in Journalism (37896) Zgrabljic Rotar, N.	LI	60 (0+0+60)	2, 4
5.0	History of Croatian Philosophy (38842) Kutleša, S.	LI	30 (15+15+0)	2, 4
5.0	Introduction to Journalism (86089) Jurišić, J.	LI	30 (30+0+0)	2, 4
5.0	Introduction to Social Research Methods and Statistics (28462) Burić, I.	LI	30 (30+0+0)	2, 4
5.0	Kant (117072) Talanga, J.	LI	30 (15+15+0)	2, 4
3.0	Latin Literature I (45756) Knezović, P.	LI	60 (30+30+0)	2, 4
7.0	Logic I (37718) Kovač, S.	LI	60 (30+30+0)	2, 4
4.0	Mass Communication: Legal Aspects (28476) Zgrabljic Rotar, N.	LI	30 (15+15+0)	2, 4
5.0	Media and Communication History (38003) Korade, M.	LI	30 (15+15+0)	2, 4
7.0	Metaphysics I (37958) Grgić, F.	LI	60 (30+30+0)	2, 4
5.0	Philosophy of Language (46218) Pečnjak, D.	LI	30 (30+0+0)	2, 4

7.0	Plato and Aristotle (37721) Gregorić, P.	LI	60 (30+30+0)	2, 4
4.0	Republic of Croatia: Information Systems (28468) Jurišić, J.	LI	30 (15+15+0)	2, 4
4.0	Statistics for Communication Sciences (28469) Šimičević, V.	LI	30 (15+15+0)	1, 2, 3, 4
3.0	Theoretical Systems in Psychology (37799) Pavlin Bernardić, N.	LI	30 (30+0+0)	2, 4
ECTS	SOC (3480) - Elective courses (1.)-4th semester.	Eng. Lev.	Study Hours	Sem.
4.0	Urban Sociology (37773) Mišetić, A.	Lo	30 (30+0+0)	4
5th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Applied statistics in social research (64556) Šimičević, V.	LI	60 (30+30+0)	5
7.0	Sociological Theory 2 (46229) Markešić, I.	LI	60 (30+30+0)	5
4.0	Sociology of Croatian Society 3 (46281) Cajner Mraović, I.	Lo	30 (0+30+0)	5
ECTS	SOC (1770) - Elective courses (2)	Eng. Lev.	Study Hours	Sem.
3.0	Cross-Cultural Psychology (38653) Delale, E.	Lo	30 (15+15+0)	1, 3, 5
3.0	Cross-Cultural Psychology (117250) Delale, E.; Butković, A.	Lo	30 (30+0+0)	1, 3, 5
4.0	Cultural Aspects of Work (46086) Dubreta, N.	LI	30 (15+15+0)	1, 3, 5
5.0	Political Geography (38031) Pokos, N.	LI	30 (30+0+0)	1, 3, 5
4.0	Social Pathology (37788) Cajner Mraović, I.	LI	45 (30+15+0)	1, 3, 5
4.0	Sociology of Art (28878) Čolić, S.	Lo	30 (30+0+0)	1, 3, 5
4.0	Sociology of Consumption (84508) Peračković, K.	LI	30 (30+0+0)	1, 3, 5
4.0	Sociology of Health and Illness (52487) Juričić, Ž.	Lo	30 (30+0+0)	1, 3, 5
ECTS	SOC (3481) - Elective courses (1.)-5th semester	Eng. Lev.	Study Hours	Sem.
3.0	Fundamentals of Market Research (64552) Burić, I.	LI	30 (30+0+0)	5
6th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	BA work (38774)	Lo	0 (0+0+0)	6
5.0	Cultural Anthropology (37768) Gulin Zrnić, V.	LI	60 (30+30+0)	6
7.0	Post-Industrial Society (46283) Peračković, K.	LI	60 (30+30+0)	6
4.0	Sociology of Croatian Society 4 (46282) Puškarić, M.	Lo	30 (0+30+0)	6

ECTS	SOC (1770) - Elective courses (2)	Eng. Lev.	Study Hours	Sem.
4.0	Basics of National and Private Security Policies, Systems, Actors (117171)	Lo	30 (15+15+0)	2, 4, 6
4.0	Critical Thought in Sociology (28884) Matić, R.	Lo	45 (30+15+0)	2, 4, 6
4.0	Economic Sociology (37772)	L1	30 (30+0+0)	2, 4, 6
4.0	Gender, Sex and Human Rights (76167)	L3	30 (15+15+0)	2, 4, 6
4.0	Research, Measurement and Restraining Corruption. (126250) Cajner Mraović, I.	Lo	30 (15+15+0)	2, 4, 6
4.0	Sociology of Dying and Death (117156) Markešić, I.	L1	30 (30+0+0)	2, 4, 6
4.0	Sociology of Identity (117249) Matić, R.	L1	30 (15+15+0)	2, 4, 6
4.0	World Populations (37787) Pokos, N.	L1	30 (15+15+0)	2, 4, 6
ECTS	SOC (3502) - Elective courses (1.)-6th semester	Eng. Lev.	Study Hours	Sem.
4.0	Sociology of Religion (28883) Markešić, I.	L1	30 (30+0+0)	6

Philosophy (180 ECTS)

Qualification awarded: University Bachelor of Arts in Philosophy
(univ. bacc. phil.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
2.0	Fundamental Problems of Philosophy (37710) Bracanović, T.	LI	30 (15+15+0)	I
0.0	Physical Education and Sports 1 (51821) Bagarić, I.	LI	30 (0+0+30)	I
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	I
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	I, 2, 3, 4
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	I, 3
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
ECTS	FIL (3806) - Latin or Greek	Eng. Lev.	Study Hours	Sem.
6.0	Greek (52214) Talanga, J.	LI	60 (0+0+60)	I
6.0	Latin (52213) Talanga, J.	LI	60 (0+0+60)	I
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
7.0	Logic I (37718) Kovač, S.	LI	60 (30+30+0)	2
0.0	Physical Education and Sports 2 (51865) Bagarić, I.	LI	30 (0+0+30)	2
7.0	Plato and Aristotle (37721) Gregorić, P.	LI	60 (30+30+0)	2
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	I, 2, 3, 4
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4

3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
7.0	Logic 2 (28313) Kovač, S.	LI	60 (30+30+0)	3
7.0	Rationalism and Empiricism (117070) Gregorić, P.	LI	60 (30+30+0)	3
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	I, 2, 3, 4
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	I, 3
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
7.0	Ethics I (37959) Bracanović, T.	LI	60 (30+30+0)	4
7.0	Metaphysics I (37958) Grgić, F.	LI	60 (30+30+0)	4
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	I, 2, 3, 4
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4
5th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Aesthetics I (46217) Pečnjak, D.	LI	30 (30+0+0)	5
7.0	Epistemology I (46216) Čuljak, Z.	LI	60 (30+30+0)	5
ECTS	FIL (1826): Elective courses	Eng. Lev.	Study Hours	Sem.
4.0	Practical Ethics [Ethics] (79250) Bracanović, T.	LI	30 (15+15+0)	5
4.0	Realism and Antirealism [Metaphysics] (117073) Talanga, J.	LI	30 (15+15+0)	5

6th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	BA work (38774)	Lo	0 (0+0+0)	6
5.0	Kant (117072) Talanga, J.	LI	30 (15+15+0)	6
5.0	Philosophy of Language (46218) Pečnjak, D.	LI	30 (30+0+0)	6
ECTS	FIL (1826): Elective courses	Eng. Lev.	Study Hours	Sem.
5.0	History of Croatian Philosophy (38842) Kutleša, S.	LI	30 (15+15+0)	6
5.0	History of Medieval Philosophy (79249) Gavrić, A.	LI	30 (30+0+0)	6
4.0	Scepticism(Epistemology) (117074) Čuljak, Z.	LI	30 (15+15+0)	6

Communication Sciences (180 ECTS)

Qualification awarded: Bachelor of Communication Sciences
(univ. bacc. comm.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Introduction to Communication Sciences (86090) Labaš, D.	LI	30 (30+0+0)	1
0.0	Physical Education and Sports 1 (51821) Bagarić, I.	LI	30 (0+0+30)	1
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
ECTS	KOM (3835) - Elective courses 2 (2nd semester)	Eng. Lev.	Study Hours	Sem.
4.0	Originators of Communication Sciences and Their Works (76132) Jurišić, J.	LI	30 (15+15+0)	1
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
6.0	Forms of Communication in Journalism (37896) Zgrabljic Rotar, N.	LI	60 (0+0+60)	2
5.0	Introduction to Journalism (86089) Jurišić, J.	LI	30 (30+0+0)	2
5.0	Media and Communication History (38003) Korade, M.	LI	30 (15+15+0)	2
0.0	Physical Education and Sports 2 (51865) Bagarić, I.	LI	30 (0+0+30)	2
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6

ECTS		Eng. Lev.	Study Hours	Sem.
	KOM (3835) - Elective courses 2 (2nd semester)			
4.0	Academic Literacy (38839) Janović, T.	LI	30 (15+15+0)	2
3rd semester, 2nd year				
	Required courses			
4.0	Semiotics in Mass Communication (86092) Labaš, D.	LI	30 (30+0+0)	3
	TZP (1888) - (Required) General Foundation Courses			
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
	KOM (2945) - Elective courses 1st year			
4.0	History and Theory of Film (64441) Labaš, D.	LI	30 (15+15+0)	3
4.0	Media and Terrorism (45933) Perešin, A.	LI	30 (15+15+0)	3
4.0	Media in the European Union (28528) Puškarić, M.	LI	30 (15+15+0)	3
5.0	Peer Support for Students with Disabilities (86437)	Lo	120 (15+0+105)	3, 4
4.0	Proofreading and Editing (45869) Tafra, B.	LI	30 (15+15+0)	3
3.0	Strategies of Informal Reasoning - Critical Thinking (37493) Kovač, S.	LI	30 (15+15+0)	3
4.0	Television Genres in Popular Culture (46290) Jurišić, J.	LI	30 (15+15+0)	3
4.0	The Media and Violence (84884) Labaš, D.	LI	30 (15+15+0)	3
	TZP (3503) - Academic Foreign Language			
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
	KOM (5031): AGENCIES-THE PRESS			
6.0	Theories and Systems of Print Communications (28490) Jurišić, J.	LI	60 (30+30+0)	3, 5
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
6.0	Theories and Systems of Television (37925) Mihaljević, V.	LI	60 (30+30+0)	3, 5
4.0	Visual Communication (37923) Sever, I.	LI	30 (15+15+0)	3, 5
	KOM (5032): RADIO-TELEVISION			
6.0	Theories and Systems of Print Communications (28490) Jurišić, J.	LI	60 (30+30+0)	3, 5
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6

6.0	Theories and Systems of Television (37925) Mihaljević, V.	LI	60 (30+30+0)	3, 5
4.0	Visual Communication (37923) Sever, I.	LI	30 (15+15+0)	3, 5
ECTS	KOM (5033): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.
5.0	Introduction to Public Relations (28500) Milas, Z.	LI	30 (15+15+0)	3, 5
5.0	Marketing Communications and Publicity (28502) Zgrabljic Rotar, N.	LI	30 (15+15+0)	3, 5
5.0	Sectoral Public Relations (37926) Tomić, Z.	LI	30 (15+15+0)	3, 5
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Ethics in Journalism (28470) Labaš, D.	LI	30 (15+15+0)	4
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
ECTS	KOM (2945) - Elective courses 1st year	Eng. Lev.	Study Hours	Sem.
4.0	Film and Religion (52737) Labaš, D.	LI	30 (15+15+0)	4
4.0	Magazines and Periodicals (28489) Jurišić, J.	LI	30 (15+15+0)	4, 6
5.0	Peer Support for Students with Disabilities (86437)	Lo	120 (15+0+105)	3, 4
4.0	Political Communication (45935) Labaš, D.	LI	30 (15+15+0)	4
4.0	Public Relations in Culture and Sports (117217) Jurišić, J.	LI	30 (15+15+0)	4
3.0	Research and Analysis in Journalism (37920) Jergović, B.	LI	30 (0+30+0)	4
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
ECTS	KOM (5031): AGENCIES-THE PRESS	Eng. Lev.	Study Hours	Sem.
4.0	Magazines and Periodicals (28489) Jurišić, J.	LI	30 (15+15+0)	4, 6
3.0	Rhetorics (37924) Janović, T.	LI	30 (0+30+0)	4, 6
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
ECTS	KOM (5032): RADIO-TELEVISION	Eng. Lev.	Study Hours	Sem.
3.0	Rhetorics (37924) Janović, T.	LI	30 (0+30+0)	4, 6
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6

ECTS		Eng. Lev.	Study Hours	Sem.
3.0	KOM (5033): PUBLIC RELATIONS Rhetorics (37924) Janović, T.	LI	30 (0+30+0)	4, 6
5th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Mass Communication Research: A Historical Overview (38841) Burić, I.	LI	30 (15+15+0)	5
4.0	Media Convergence and Digital Journalism (86130) Jurišić, J.	LI	45 (15+30+0)	5
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
ECTS	KOM (5031): AGENCIES-THE PRESS	Eng. Lev.	Study Hours	Sem.
6.0	Theories and Systems of Print Communications (28490) Jurišić, J.	LI	60 (30+30+0)	3, 5
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
6.0	Theories and Systems of Television (37925) Mihaljević, V.	LI	60 (30+30+0)	3, 5
4.0	Visual Communication (37923) Sever, I.	LI	30 (15+15+0)	3, 5
ECTS	KOM (5032): RADIO-TELEVISION	Eng. Lev.	Study Hours	Sem.
6.0	Theories and Systems of Print Communications (28490) Jurišić, J.	LI	60 (30+30+0)	3, 5
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
6.0	Theories and Systems of Television (37925) Mihaljević, V.	LI	60 (30+30+0)	3, 5
4.0	Visual Communication (37923) Sever, I.	LI	30 (15+15+0)	3, 5
ECTS	KOM (5033): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.
5.0	Introduction to Public Relations (28500) Milas, Z.	LI	30 (15+15+0)	3, 5
5.0	Marketing Communications and Publicity (28502) Zgrabljic Rotar, N.	LI	30 (15+15+0)	3, 5
5.0	Sectoral Public Relations (37926) Tomić, Z.	LI	30 (15+15+0)	3, 5

6th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	BA work (38774)	Lo	0 (0+0+0)	6
4.0	Mass Communication: Legal Aspects (28476) Zgrabljic Rotar, N.	LI	30 (15+15+0)	6
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
ECTS	KOM (5031): AGENCIES-THE PRESS	Eng. Lev.	Study Hours	Sem.
4.0	Magazines and Periodicals (28489) Jurišić, J.	LI	30 (15+15+0)	4, 6
3.0	Rhetorics (37924) Janović, T.	LI	30 (0+30+0)	4, 6
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
ECTS	KOM (5032): RADIO-TELEVISION	Eng. Lev.	Study Hours	Sem.
3.0	Rhetorics (37924) Janović, T.	LI	30 (0+30+0)	4, 6
6.0	Theories and Systems of Radio Communications (28495) Jergović, B.	LI	60 (30+30+0)	3, 4, 5, 6
ECTS	KOM (5033): PUBLIC RELATIONS	Eng. Lev.	Study Hours	Sem.
3.0	Rhetorics (37924) Janović, T.	LI	30 (0+30+0)	4, 6

Croatian Studies (180 ECTS)

Qualification awarded: University Bachelor of Arts in Croatology
(univ. bacc. croat.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Croatian Cultural and Political History of the Middle Ages (37431) Birin, A.	LI	45 (30+15+0)	1
5.0	Croatian Literature of the Middle Ages (45641) Zaradija Kiš, A.	LI	30 (15+15+0)	1
5.0	Introduction to the Study of Croatian Culture (37442) Tuksar, S.	LI	30 (15+15+0)	1
0.0	Physical Education and Sports 1 (51821) Bagarić, I.	LI	30 (0+0+30)	1
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Croatian Cultural and Political History of the 16th and 17th Centuries (37435) Jukić, I.	LI	45 (30+15+0)	2
5.0	Croatian Phonology and Morphology (37434) Grčević, M.	LI	45 (30+15+0)	2
5.0	Early-Modern Croatian Literature (37436) Franić Tomić, V.	LI	45 (30+15+0)	2
0.0	Physical Education and Sports 2 (51865) Bagarić, I.	LI	30 (0+0+30)	2
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6

3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Croatian Cultural and Political History of the 18th and 19th Centuries (37448) Vitek, D.	LI	45 (30+15+0)	3
5.0	Croatian Syntax (37447) Grčević, M.	LI	45 (30+15+0)	3
5.0	Romantic and Realist Croatian Literature (37450) Maštrović, T.	LI	45 (30+15+0)	3
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	20th Century Croatian Cultural and Political History (37456) Miškulin, I.	LI	45 (30+15+0)	4
5.0	Croatian Ethnology (37458) Grbić, J.	LI	30 (15+15+0)	4
5.0	Modern and Post-Modern Croatian Literature (37452) Zima, D.	LI	45 (30+15+0)	4
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
5th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Croatian Archaeological Heritage (37462) Tomorad, M.	LI	30 (15+15+0)	5
5.0	Croatian Music in the Context of European Musical Culture (46220) Tuksar, S.	LI	30 (30+0+0)	5
4.0	Croatian Visual Arts (37464) Vukičević-Samaržija, D.	LI	30 (15+15+0)	5
5.0	History of Croatian Theatre (37469) Franić Tomić, V.	LI	30 (30+0+0)	5

ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
6th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	BA work (38774)	Lo	0 (0+0+0)	6
5.0	Exact Sciences in Croatian Culture (46221) Kutleša, S.	LI	30 (15+15+0)	6
5.0	History of the Croatian Standard Language (37466) Tafra, B.	LI	45 (30+15+0)	6
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6

Latin language (180 ECTS)

Qualification awarded: University Bachelor of Arts in Latin Language
(univ. bacc. lat.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Introduction to Latin Philology (37549) Tvrtković, T.	L1	30 (15+15+0)	1
6.0	Latin I (37838) Knezović, P.	L1	90 (15+15+60)	1
0.0	Physical Education and Sports I (51821) Bagarić, I.	L1	30 (0+0+30)	1
3.0	Roman History and Civilization (45755) Demo, Š.	L2	30 (15+15+0)	1
ECTS	LAT (1756) - Elective courses [1st year]	Eng. Lev.	Study Hours	Sem.
3.0	Greek Influence on Roman Culture (86146) Matasović, M.	Lo	30 (15+15+0)	1, 3, 5
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	L1	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	L1	60 (0+60+0)	1, 2, 3, 4, 5, 6
ECTS	LAT (4052) - Field study	Eng. Lev.	Study Hours	Sem.
2.0	A two-day field trip (53446) Demo, Š.	Lo	15 (0+0+15)	1, 2, 3, 4, 5, 6
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Approaching a text in Latin (37551) Demo, Š.	Lo	30 (0+30+0)	2
6.0	Latin 2 (38751) Martinić-Jerčić, Z.	L1	60 (15+0+45)	2
3.0	Latin Literature I (45756) Knezović, P.	L1	60 (30+30+0)	2
0.0	Physical Education and Sports 2 (51865) Bagarić, I.	L1	30 (0+0+30)	2
2.0	Roman metrics (77723) Demo, Š.	L1	30 (0+15+15)	2

ECTS		Eng. Lev.	Study Hours	Sem.
	LAT (1756) - Elective courses [1st year]			
3.0	Croatian Regions during the Classical Antiquity (37565)	L2	30 (15+15+0)	2, 4
3.0	Greek drama (38871) Matasović, M.	Lo	30 (15+15+0)	2, 4, 6
	TZP (1888) - (Required) General Foundation Courses			
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
	TZP (3503) - Academic Foreign Language			
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
	LAT (4052) - Field study			
2.0	A two-day field trip (53446) Demo, Š.	Lo	15 (0+0+15)	1, 2, 3, 4, 5, 6
3rd semester, 2nd year				
	Required courses			
6.0	Latin 3 (38867) Demo, Š.	Lo	90 (30+0+60)	3
3.0	Latin Literature 2 (37568) Knezović, P.	LI	30 (30+0+0)	3
3.0	Roman poetry I (86143) Demo, Š.	LI	60 (0+30+30)	3
	TZP (1888) - (Required) General Foundation Courses			
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
	TZP (3503) - Academic Foreign Language			
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
	LAT (3987) - Elective courses [2nd year]			
3.0	Greek Influence on Roman Culture (86146) Matasović, M.	Lo	30 (15+15+0)	1, 3, 5
	LAT (4052) - Field study			
2.0	A two-day field trip (53446) Demo, Š.	Lo	15 (0+0+15)	1, 2, 3, 4, 5, 6

4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
6.0	Latin 4 (38868) Demo, Š.	Lo	90 (30+0+60)	4
3.0	Latin Literature 3 (37572) Knezović, P.	LI	30 (30+0+0)	4
3.0	Roman prose (Golden Age) (37575) Demo, Š.; Radić, T.	LI	60 (0+30+30)	4
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
ECTS	LAT (3987) - Elective courses [2nd year]	Eng. Lev.	Study Hours	Sem.
3.0	Croatian Regions during the Classical Antiquity (37565)	L2	30 (15+15+0)	2, 4
3.0	Greek drama (38871) Matasović, M.	Lo	30 (15+15+0)	2, 4, 6
ECTS	LAT (4052) - Field study	Eng. Lev.	Study Hours	Sem.
2.0	A two-day field trip (53446) Demo, Š.	Lo	15 (0+0+15)	1, 2, 3, 4, 5, 6
5th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Latin 5 (61850) Tvrtković, T.; Martinić-Jerčić, Z.	LI	60 (30+30+0)	5
2.0	Latin Literature 4 (37576) Knezović, P.	LI	30 (30+0+0)	5
3.0	Roman prose (Silver Age) (61851) Radić, T.	LI	60 (0+30+30)	5
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
ECTS	LAT (4052) - Field study	Eng. Lev.	Study Hours	Sem.
2.0	A two-day field trip (53446) Demo, Š.	Lo	15 (0+0+15)	1, 2, 3, 4, 5, 6

ECTS	LAT (5036): Elective courses [3rd year]	Eng. Lev.	Study Hours	Sem.
3.0	Greek Influence on Roman Culture (86146) Matasović, M.	Lo	30 (15+15+0)	1, 3, 5
6th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	BA work (38774)	Lo	0 (0+0+0)	6
5.0	Latin 6 (61853) Tvrtković, T.	LI	60 (30+30+0)	6
3.0	Latin Patrology (37578) Knezović, P.	LI	60 (30+15+15)	6
3.0	Roman poetry 2 (86145) Martinić-Jerčić, Z.	LI	60 (0+30+30)	6
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
ECTS	LAT (4052) - Field study	Eng. Lev.	Study Hours	Sem.
2.0	A two-day field trip (53446) Demo, Š.	Lo	15 (0+0+15)	1, 2, 3, 4, 5, 6
ECTS	LAT (5036): Elective courses [3rd year]	Eng. Lev.	Study Hours	Sem.
3.0	Greek drama (38871) Matasović, M.	Lo	30 (15+15+0)	2, 4, 6

History (180 ECTS)

Qualification awarded: University Bachelor of Arts in History
(univ. bacc. hist.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	History and Culture of Ancient Egypt (94019) Tomorad, M.	L1	30 (30+0+0)	1
4.0	History and Culture of the Greek and Roman World (93908) Tomorad, M.	L1	30 (30+0+0)	1
0.0	Physical Education and Sports 1 (51821) Bagarić, I.	L1	30 (0+0+30)	1
3.0	Prehistory and the First Civilisations (93907) Tomorad, M.	L2	30 (30+0+0)	1
ECTS	POV (1833) - Elective courses / working groups	Eng. Lev.	Study Hours	Sem.
4.0	Ancient Egypt, Greece and Rome in Motion Pictures: Facts vs. Fiction (117182) Tomorad, M.	Lo	30 (30+0+0)	1, 3, 5
4.0	Bosna Srebrena in Ottoman Empire (117210) Korade, M.	Lo	30 (0+30+0)	1, 3, 5
4.0	Catholic Church and Croatian Politics 1918.-1990. (52996) Dizdar, Z.	L1	30 (0+30+0)	1, 2, 3, 4, 5, 6
4.0	Croatian History - Selected Topics 1918-1928 (93952) Dizdar, Z.	L1	30 (0+30+0)	1, 3, 5
3.0	Economic Picture of Istria during Antiquity (78702) Tomorad, M.	L1	30 (0+30+0)	1, 3, 5
3.0	Marko Antun de Dominis' Message of Peace (86300) Korade, M.	L1	30 (0+30+0)	1, 3, 5
3.0	Mediterranean in the 19th and 20th Century (117211) Korade, M.	L1	30 (0+30+0)	1, 3, 5
4.0	Myths and Religious Rituals in the Ancient World (38112) Tomorad, M.	L2	30 (0+30+0)	1, 3, 5
4.0	The Ancient Cities of Continental Croatia (52991) Tomorad, M.	Lo	30 (0+30+0)	1, 3, 5
4.0	The Persecution of Witches (61927) Buczynski, A.	Lo	30 (15+15+0)	1, 3, 5
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	L1	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	L1	60 (0+60+0)	1, 2, 3, 4, 5, 6

2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	19th and 20th Century Croatian Historiography (38055) Korade, M.	LI	30 (30+0+0)	2
5.0	Croatian History (7-16 centuries) (38053) Popić, T.	LI	30 (30+0+0)	2
5.0	Medieval European History (38043) Ančić, M.	LI	30 (30+0+0)	2
0.0	Physical Education and Sports 2 (51865) Bagarić, I.	LI	30 (0+0+30)	2
ECTS	POV (1833) - Elective courses / working groups	Eng. Lev.	Study Hours	Sem.
3.0	Archaeology and Croatian Medieval History (93930) Popić, T.	LI	30 (0+30+0)	2, 4, 6
4.0	Catholic Church and Croatian Politics 1918.-1990. (52996)	LI	30 (0+30+0)	1, 2, 3, 4, 5, 6
3.0	Church History in the Light of Medieval Sources (61895) Popić, T.	Lo	30 (0+30+0)	2, 4, 6
4.0	Communist Party Policy toward Political Opponents and Dissidents (53021) Akmadža, M.	LI	30 (0+30+0)	2, 4, 6
4.0	Croatian History - Selected Topics 1929-1941 (93960) Dizdar, Z.	LI	30 (0+30+0)	2, 4, 6
4.0	History of Zagreb (61897) Vitek, D.	Lo	30 (15+15+0)	2, 4, 6
4.0	Introduction to the History of Humanism and the Renaissance (54553) Popić, T.	LI	30 (0+30+0)	2, 4, 6
3.0	Medieval Towns in Europe (85466) Benyovsky Latin, I.	LI	30 (0+30+0)	2, 4, 6
3.0	Military and Political Aspects of the Battle of Vukovar (86951) Jurčević, J.	LI	30 (0+30+0)	2, 4, 6
4.0	The History of Scotland in 17th and 18th Century (119092) Buczynski, A.	Lo	30 (15+15+0)	2, 4, 6
4.0	The History of the United States of America in the 19th Century in Motion Pictures: Fiction and Reality (117194) Tomorad, M.	Lo	30 (30+0+0)	2, 4, 6
3.0	Travels and Travel Writers throughout History (93964) Korade, M.	LI	30 (0+30+0)	2, 4, 6
3.0	Zadar in the Middle Ages (93924) Popić, T.	LI	30 (0+30+0)	2, 4, 6
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Croatian History (16th-18th Centuries) (38056) Vitek, D.	LI	30 (30+0+0)	3

5.0	Early Modern European and World History (38054) Jukić, I.	LI	30 (30+0+0)	3
ECTS	POV (1833) - Elective courses / working groups	Eng. Lev.	Study Hours	Sem.
4.0	Ancient Egypt, Greece and Rome in Motion Pictures: Facts vs. Fiction (117182) Tomorad, M.	Lo	30 (30+0+0)	1, 3, 5
4.0	Bosna Srebrena in Ottoman Empire (117210) Korade, M.	Lo	30 (0+30+0)	1, 3, 5
4.0	Catholic Church and Croatian Politics 1918.-1990. (52996)	LI	30 (0+30+0)	1, 2, 3, 4, 5, 6
4.0	Croatian History - Selected Topics 1918-1928 (93952) Dizdar, Z.	LI	30 (0+30+0)	1, 3, 5
3.0	Economic Picture of Istria during Antiquity (78702) Tomorad, M.	LI	30 (0+30+0)	1, 3, 5
3.0	Marko Antun de Dominis' Message of Peace (86300) Korade, M.	LI	30 (0+30+0)	1, 3, 5
3.0	Mediterranean in the 19th and 20th Century (117211) Korade, M.	LI	30 (0+30+0)	1, 3, 5
4.0	Myths and Religious Rituals in the Ancient World (38112) Tomorad, M.	L2	30 (0+30+0)	1, 3, 5
4.0	The Ancient Cities of Continental Croatia (52991) Tomorad, M.	Lo	30 (0+30+0)	1, 3, 5
4.0	The Persecution of Witches (61927) Buczynski, A.	Lo	30 (15+15+0)	1, 3, 5
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	19th Century History (38058) Švoger, V.	LI	30 (30+0+0)	4
5.0	Croatian History in the 19th Century (38059) Matković, S.	LI	30 (30+0+0)	4
ECTS	POV (1833) - Elective courses / working groups	Eng. Lev.	Study Hours	Sem.
3.0	Archaeology and Croatian Medieval History (93930) Popić, T.	LI	30 (0+30+0)	2, 4, 6
4.0	Catholic Church and Croatian Politics 1918.-1990. (52996)	LI	30 (0+30+0)	1, 2, 3, 4, 5, 6
3.0	Church History in the Light of Medieval Sources (61895) Popić, T.	Lo	30 (0+30+0)	2, 4, 6
4.0	Communist Party Policy toward Political Opponents and Dissidents (53021) Akmadža, M.	LI	30 (0+30+0)	2, 4, 6
4.0	Croatian History - Selected Topics 1929-1941 (93960) Dizdar, Z.	LI	30 (0+30+0)	2, 4, 6

4.0	History of Zagreb (61897) Vitek, D.	Lo	30 (15+15+0)	2, 4, 6
4.0	Introduction to the History of Humanism and the Renaissance (54553) Popić, T.	LI	30 (0+30+0)	2, 4, 6
3.0	Medieval Towns in Europe (85466) Benyovsky Latin, I.	LI	30 (0+30+0)	2, 4, 6
3.0	Military and Political Aspects of the Battle of Vukovar (86951) Jurčević, J.	LI	30 (0+30+0)	2, 4, 6
4.0	The History of Scotland in 17th and 18th Century (119092) Buczynski, A.	Lo	30 (15+15+0)	2, 4, 6
4.0	The History of the United States of America in the 19th Century in Motion Pictures: Fiction and Reality (117194) Tomorad, M.	Lo	30 (30+0+0)	2, 4, 6
3.0	Travels and Travel Writers throughout History (93964) Korade, M.	LI	30 (0+30+0)	2, 4, 6
3.0	Zadar in the Middle Ages (93924) Popić, T.	LI	30 (0+30+0)	2, 4, 6
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
5th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	20th Century History (38065) Jurčević, J.	LI	30 (30+0+0)	5
5.0	The Croatian People in the Kingdom of Yugoslavia and during World War II (38066) Dizdar, Z.	LI	30 (30+0+0)	5
ECTS	POV (1833) - Elective courses / working groups	Eng. Lev.	Study Hours	Sem.
4.0	Ancient Egypt, Greece and Rome in Motion Pictures: Facts vs. Fiction (117182) Tomorad, M.	Lo	30 (30+0+0)	1, 3, 5
4.0	Bosna Srebrena in Ottoman Empire (117210) Korade, M.	Lo	30 (0+30+0)	1, 3, 5
4.0	Catholic Church and Croatian Politics 1918.-1990. (52996) Korade, M.	LI	30 (0+30+0)	1, 2, 3, 4, 5, 6
4.0	Croatian History - Selected Topics 1918-1928 (93952) Dizdar, Z.	LI	30 (0+30+0)	1, 3, 5
3.0	Economic Picture of Istria during Antiquity (78702) Tomorad, M.	LI	30 (0+30+0)	1, 3, 5
3.0	Marko Antun de Dominis' Message of Peace (86300) Korade, M.	LI	30 (0+30+0)	1, 3, 5
3.0	Mediterranean in the 19th and 20th Century (117211) Korade, M.	LI	30 (0+30+0)	1, 3, 5
4.0	Myths and Religious Rituals in the Ancient World (38112) Tomorad, M.	L2	30 (0+30+0)	1, 3, 5
4.0	The Ancient Cities of Continental Croatia (52991) Tomorad, M.	Lo	30 (0+30+0)	1, 3, 5
4.0	The Persecution of Witches (61927) Buczynski, A.	Lo	30 (15+15+0)	1, 3, 5

ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
6th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	BA work (38774)	Lo	0 (0+0+0)	6
5.0	Croatia in the Second Half of the 20th Century (38067) Lučić, I.	LI	30 (30+0+0)	6
ECTS	POV (1833) - Elective courses / working groups	Eng. Lev.	Study Hours	Sem.
3.0	Archaeology and Croatian Medieval History (93930) Popić, T.	LI	30 (0+30+0)	2, 4, 6
4.0	Catholic Church and Croatian Politics 1918.-1990. (52996)	LI	30 (0+30+0)	1, 2, 3, 4, 5, 6
3.0	Church History in the Light of Medieval Sources (61895) Popić, T.	Lo	30 (0+30+0)	2, 4, 6
4.0	Communist Party Policy toward Political Opponents and Dissidents (53021) Akmadža, M.	LI	30 (0+30+0)	2, 4, 6
4.0	Croatian History - Selected Topics 1929-1941 (93960) Dizdar, Z.	LI	30 (0+30+0)	2, 4, 6
4.0	History of Zagreb (61897) Vitek, D.	Lo	30 (15+15+0)	2, 4, 6
4.0	Introduction to the History of Humanism and the Renaissance (54553) Popić, T.	LI	30 (0+30+0)	2, 4, 6
3.0	Medieval Towns in Europe (85466) Benyovsky Latin, I.	LI	30 (0+30+0)	2, 4, 6
3.0	Military and Political Aspects of the Battle of Vukovar (86951) Jurčević, J.	LI	30 (0+30+0)	2, 4, 6
4.0	The History of Scotland in 17th and 18th Century (119092) Buczynski, A.	Lo	30 (15+15+0)	2, 4, 6
4.0	The History of the United States of America in the 19th Century in Motion Pictures: Fiction and Reality (117194) Tomorad, M.	Lo	30 (30+0+0)	2, 4, 6
3.0	Travels and Travel Writers throughout History (93964) Korade, M.	LI	30 (0+30+0)	2, 4, 6
3.0	Zadar in the Middle Ages (93924) Popić, T.	LI	30 (0+30+0)	2, 4, 6
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6

4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
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Sociology (180 ECTS)

Qualification awarded: University Bachelor of Arts in Sociology
(univ. bacc. soc.)

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Introduction to Scientific Work (37762) Cajner Mraović, I.	LI	60 (30+0+30)	I
5.0	Introduction to Sociology (37760) Matić, R.	Lo	30 (30+0+0)	I
0.0	Physical Education and Sports 1 (51821) Bagarić, I.	LI	30 (0+0+30)	I
4.0	Sociology of Croatian Society 1 (37766) Lay, V.	LI	30 (0+30+0)	I
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	I, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	I, 3, 5
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4, 5, 6
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
0.0	Physical Education and Sports 2 (51865) Bagarić, I.	LI	30 (0+0+30)	2
4.0	Political Economy (37737)	LI	30 (30+0+0)	2
4.0	Sociology of Croatian Society 2 (37769) Marinović, A.	Lo	30 (0+30+0)	2
7.0	Systematic Sociology 1 (45752) Matić, R.	Lo	60 (30+30+0)	2
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	I, 2, 3, 4, 5, 6
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	I, 2, 3, 4, 5, 6

3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Introduction to Social Research Methods 1 (37764) Šimičević, V.	L2	60 (30+0+30)	3
7.0	Systematic Sociology 2 (45753) Matić, R.	Lo	60 (30+30+0)	3
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Introduction to Social Research Methods 2 (51492) Šimičević, V.	LI	60 (30+0+30)	4
7.0	Sociological Theory 1 (46228) Markešić, I.	LI	60 (30+30+0)	4
5.0	Statistics for Social Research (37765) Šimičević, V.	LI	60 (30+30+0)	4
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
5th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	Applied statistics in social research (64556) Šimičević, V.	LI	60 (30+30+0)	5
7.0	Sociological Theory 2 (46229) Markešić, I.	LI	60 (30+30+0)	5
4.0	Sociology of Croatian Society 3 (46281) Cajner Mraović, I.	Lo	30 (0+30+0)	5
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
2.0	Informatics Practicum (45831) Labaš, D.	Lo	30 (0+0+30)	1, 3, 5

ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
6th semester, 3rd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
5.0	BA work (38774)	Lo	0 (0+0+0)	6
5.0	Cultural Anthropology (37768) Gulin Zrnčić, V.	LI	60 (30+30+0)	6
4.0	Sociology of Croatian Society 4 (46282) Puškarić, M.	Lo	30 (0+30+0)	6
ECTS	TZP (1888) - (Required) General Foundation Courses	Eng. Lev.	Study Hours	Sem.
3.0	Basic Croatian Linguistic Culture (85296) Grčević, M.	Lo	30 (15+15+0)	1, 2, 3, 4, 5, 6
ECTS	TZP (3503) - Academic Foreign Language	Eng. Lev.	Study Hours	Sem.
4.0	Academic English (45642) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6
4.0	Academic German (45829) Miškulin Saletović, L.	LI	60 (0+60+0)	1, 2, 3, 4, 5, 6

Courses

19th and 20th Century Croatian Historiography

38055



Lecturer in Charge



Prof. dr. sc.
Mijo Korade

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

Course Description

Course objectives are to introduce students to a new stage of development of Croatian historiography in the 19th century and its gradual transformation into a scientific discipline. The material is exposed clearly and synthetically in the context of the time, but students need to learn about different approaches to the study of the past in some areas of the Croatian ethnic propagation, particularly with the major representatives of historiography in the 19th and then 20th century. In particular, attention should be drawn to new developments and modern outlier Croatian historiography in the last three decades.

Course Type

- » History (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (required course, 2nd semester, 1st year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Explain previous efforts of Croatian Historical Sciences,
2. Describe new approaches to the study of Croatian history
3. Explain how the Croatian historiography has developed through its research period,
4. Indicate the most important people of Croatian historiography,
5. Define the basic problems of Croatian historiography in the 19th and 20 century,

6. Analyze the most important characteristics of Croatian historiography in the said period,
7. Explain historical processes and historiographical approaches used in their study.

General Competencies

After finishing the programme student will be able to:
 compile a list of literature for each historical period,
 identify major issues in interpretation of history,
 tell what is the interpretation of history,
 reconstruct historiographic tools in making conclusions of historical processes and events,
 appraise the value of historiographic interpretations.

Grading

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

Week by Week Schedule

1. Introductory lecture. Students duties and topics of their presentations.
2. What is historiography and what are its Croatian specialties;
3. Ivan Lucić Lucius- culmination of Croatian historiography in the 17th century;
4. From Ivan Lucić to 19th century stagnation of Croatian historiography;
5. Istria and Kvarner: Pier Antonio Biancini, Giuseppe Brodmann, Martin Botterini, Josip Voltić, Ivan Feretić, Girolamo Galzigna;
6. Dalmatia: početak novinstva Kraljski Dalmatin; Grgur Stratico, Marko Lauro Ruić, Andrija Ciccarelli/Cikarelić/Ćikarelović;
7. Dubrovnik: Đuro Gvozdenica Ferić, Franjo Marija Appendini;
8. Upper Croatia: Maksimilijan Vrhovac, Josip Mikoczi (Mikoczy); Matija Petar Katančić, Martin Đuro Kovačić;
9. Illyrian times Ljudevit Gaj, Ivan Švear, Romuald Josip Kvaternik, Ivan Katalinić/Giovanni Cattalinich (Dalmacija); Pietro Kandler (Istra), Ivan Franjo Jukić (Bosna);
10. The Age of Bach's absolutism Antun Mažuranić, Ante Starčević, Andrija Torkvat Brlić, Nikola/Niccolò Tommaseo (Dalmatia), Emanuel Sladović (Croatian coast), Petar Stanković/Pietro Stancovich (Istria)
11. From 1860 till the end of 19th century: Ante Starčević, Josip Neustädter, Ivan Kukuljević Sakcinski, Šime Ljubić, Eugen Kvaternik, Matija Mesić, Franjo Rački, Ivan Črnčić, Petar Matković, Radoslav Lopašić, Eusebije Fermentžin, Mijo Brašnić, Franjo Trnka, Ante Kuzmanić, Carlo De Franceschi, Jakov Volčić, Ivan/Giovanni Kobler;
12. 1900. - 1914.: Ivan Krstitelj Tkalčić, Imbro Ignjatijević Tkalac, Natko Nodilo, Armin Pavić, Tadija Smičiklas, Konstantin Ante Vojnović, Josip Alačević, Janko Koharić, Baltazar/Valtazar Bogišić;
13. 1914. - 1918.: Ivan Strohal, Nikola Tomašić, Nikodim Milaš, Konstantin Jireček, Ljudevit/Lajos Thalloczy;
14. Croatian historiography of the interwar period;
15. Croatian historiography during the Second World War;

Literature



Igor Karaman (ur.) (1980).
Historiografija; u
Enciklopediji hrvatske
povijesti i kulture, str. 201-
212., Školska knjiga, Zagreb



(1988). Kultura, umjetnost,
informacije; u Enciklopediji
Jugoslavije, sv. 5, str. 400-
432.



A. Szabo (1966).
Historiografija u
Hrvatskom leksikonu, I.
svezak, str. 442-443.,
Naklada Leksikon d.o.o.,
Zagreb



Antoljak, Stjepan (2004).
Hrvatska historiografija:
Drugo dopunjeno izdanje,
str. 293 i dalje., Matica
hrvatska, Zagreb

19th Century History

38058

Lecturer in Charge



Doc. dr. sc.
Vlasta Švoger

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

Course Description

Gaining knowledge about the most important events and processes of long duration in the long 19th century world history, understanding the specifics of political, social, cultural and economic developments in the geopolitical context and the time they unfold, comparison and analysis of similar historical processes in different political and economic systems and in different social and cultural conditions.

Course Type

- » History (Dual-major studies Study) (required course, 4th semester, 2nd year)
- » History (Study) (required course, 4th semester, 2nd year)

Learning Outcomes

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

1. Explain the main events and processes of modern world history and the role of the main actors.
2. Show their main features and characteristics.
3. Compare similar events and processes in a variety of political, social and economic systems, analyze their similarities and differences.
4. Define the fundamental concepts of political and institutional history, for example, the parliament, the constitution, the monarchy, division of the government systems, division of power, imperialism, colonialism, etc.
5. Name the main characteristics of great ideologies of the 19th century liberalism, conservatism, socialism, social democracy, nationalism, etc. analyze them and compare.
6. Describe the differences in lifestyle of certain social strata.
7. Analyze the process of democratization.
8. Produce knowledge with the aim of better contextualization and interpretation of national history.

General Competencies

After finishing the programme student will be able to:

1. define historical processes typical for certain historical period;
2. outline in a clear and simple manner the major historical events from ancient to contemporary times
3. construct a historical context
4. identify major issues in interpretation of history
5. explain cause and effect relations of historical events and processes

Grading

Compulsory school attendance, continuous monitoring of students' activities. Passing both tests replace the final exam. The final exam consists of a written and an oral part.

Week by Week Schedule

1. Introductory lecture
2. The French Revolution, the main features of the revolution and its legacy for the future
3. Napoleon's reforms and the creation of the modern state
4. Restoration Period in Europe, the main features and problems
5. Constitutionality and parliamentarism (the U.S., France, Poland, the German lands)
6. Political and civil rights
7. Great ideologies of the 19th century - liberalism, conservatism, socialism, social democracy
8. The first preliminary exam - written and oral
9. Democratization of the status of women and marginalized social classes
10. The daily life of different social classes
11. The industrial revolution and the development of economy
12. Addressing social issues and the emergence of the welfare state
13. Nationalism and the creation of nation-states
14. Imperialism and its impact on society in the colonies
15. Classification and evaluation - second preliminary exam

Literature



Grupa autora (1976).
Povijest svijeta od početaka
do danas, str. 537-603.,
Zagreb



Eric Hobsbawm (1987).
Doba revolucije, Zagreb ,
str. 105-132., 161-212.,
Školska knjiga, Zagreb



Eric Hobsbawm (1989).
Doba kapitala, 31-59., 97-
136., 184-219., Školska
knjiga, Zagreb



Jean Carpentier Francois
Lebrun (1999). Povijest
Francuske, 179-251., Barbat,
Zagreb



Ulf Dirlmeier i dr. (1999).
Povijest Njemačke, 157-
195., Barbat, Zagreb

20th Century Croatian Cultural and Political History

37456

Lecturer in Charge



Doc. dr. sc.
Ivica Miškulin

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

Teaching assistant
Doc. dr. sc. Ivica Miškulin

Course Description

The course aims is to provide basic knowledge and the ability to critically consider the most important events, processes and people in the Croatian cultural and political history of the 20th century.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (required course, 4th semester, 2nd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Demonstrate the acquisition of factual knowledge about key events, processes and people from the Croatian cultural and political history of the 20th century, which implies the ability to identify, define and describe key events, processes and people, how they emerged to be and their workings in the Croatian cultural and political history of the twentieth century (Example: the identification, positioning and describing programmatic records, internal structure and political activities of political parties which operated in the Croatian countries)
2. Analyze: the students should demonstrate the ability to understand and the ability to reflect on the meaning of factual knowledge, which implies the ability to explain, generalize, classify, paraphrase, summarize and group factual knowledge gained during the course (Example: identification and contextual positioning of political and social tendencies of the rural population in the Croatian countries)
3. Apply: the students should demonstrate the ability to separate the learned content into constituent parts and understand the organizational structure of the acquired course subject matter, which implies the abilities such as selection, planning and interpretation of course content (Example: correlating key (i.e., constant) internal problems of both Yugoslav states, i.e. the issues of nationality, in particular the Croatian)
4. Analyze: the students should demonstrate the ability of personal assessment and critical approach in relation to the course subject matter, which implies the ability to separate information in different parts, which is to say point out how they relate to each other (Example: spotting and pointing out the occurrence of longer historical influences such as the harm from non-democratic systems of managing and ruling the Croatian countries)
5. Present: the students should demonstrate skills such as categorization, planning, hypothesizing, modifying, reviewing and formulating, which implies the ability to create new information based on the data collected (Example: shaping and establishing general, but also new insights, such as the need for a different type of international community's intervention in the conflicts which qualify as aggression and civil war)
6. Explain: the students should demonstrate skills such as comparison, assessment, evaluation and objective criticism (Example: after the adoption of the synthetic conclusion on the necessity of reaching a fair political and legal status of minority communities in the Republic of Croatia, by means of assessment (critical discussion) the current situation is established, followed by recommendations for improvement)

General Competencies

Knowledge and understanding of basic factual knowledge about the most important events, processes and people in the Croatian cultural and political history of the twentieth century, and their critical assessment and evaluation.

Grading

Class attendance and participation in the discussion related to the topic of the seminar paper will be assessed throughout the semester and will be incorporated in the final grade (oral exam).

Week by Week Schedule

1. Introductory lecture, explanation of student obligations and seminar papers

2. Overview of fundamental ideological and political directions in Croatian politics at end of the 19th and in the early twentieth century, seminar paper
3. The emergence of the Kingdom of Serbs, Croats and Slovenes (SHS), seminar paper
4. Overview of political life from 1919 until 1929 in the Kingdom of Serbs, Croats and Slovenes, seminar paper
5. The Yugoslav idea in Croatian culture, seminar paper
6. Croatian people in WWII from 1941 until 1945, seminar paper
7. Croatian people in the first communist Yugoslavia, seminar paper
8. Croatian people in the second communist Yugoslavia, seminar paper
9. Croatian language and politics in the twentieth century, seminar paper
10. The creation of independent Croatia and the Homeland War, seminar paper
11. The Republic of Croatia and the international community 1990-1998, seminar paper
12. The Republic of Croatia and the international community 1990-1998 II, seminar paper
13. Political, cultural, social and psychological aspects of life in refuge in Croatia 1991-1998, seminar paper
14. Croatian cultural and political history of the twentieth century, synthesis in terms of the analysis of political satire, seminar paper
15. Test

Literature



Hrvoje MATKOVIĆ (1995).
Suvremena politička
povijest Hrvatske,
Ministarstvo unutarnjih
poslova Republike
Hrvatske



Hrvoje MATKOVIĆ (2003).
Povijest Jugoslavije,
Naklada P. I. P. Pavičić,
Zagreb

20th Century History

38065

Lecturer in Charge



Izv. prof. dr. sc.
Josip Jurčević

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

Course Description

Aim of the course are to display causes, course and consequences of the fundamental political and social processes and events in the 20th century. Emphasis is placed on the methodological particularities of research and understanding of the history of the 20th century. In working with an interdisciplinary study group we will handle various global phenomena that marked the 20th century, such as totalitarianism, international law, mega-cities, etc.

Course Type

- » History (Dual-major studies Study) (required course, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (required course, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Explain the basic problems of world history in the 20th century,
2. Show the most important data persons specified period of world history,
3. Define causal connections during the period,
4. Explain historical processes of world history during the period,
5. Compare historical processes the flow of historical events in modern world history,
6. Show the important from the unimportant in the interpretation of historical events processes specified period,

7. Differentiate level of interpretation of the level of historical events in modern world history.

General Competencies

After finishing the programme student will be able to:

1. define historical processes typical for certain historical period;
2. summarize basic information of the Croatian and the World history
3. identify the most important persons and institutions in the Croatian and the World history
4. explain cause and effect relations of historical events and processes
5. combine a different historical processes
6. interpret a historical sources

Grading

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

Week by Week Schedule

1. Introductory lecture: the rights and obligations of students, the exam; Road to the First World War: colonialism, international crisis of the early 20th century
2. The First World War (The Great War)
3. Versailles peace order
4. Russian Revolution and the creation of the USSR
5. World between the two wars: the strengthening of totalitarian nationalism (Italy, Japan, Germany)
6. The Second World War (Part 1): 1939 to 1943
7. The Second World War (Part 2): 1943 to 1945; world order after it (creating the Organization of the UN)
8. The Cold War and its Crisis (Korea, Vietnam, Berlin, Cuba, MAD, Witch Hunt)
9. Western Europe from the 1945 until 2000. (United Kingdom, France, West Germany, Italy)
10. Eastern Europe from the 1945 until 2000. (East Germany, Poland, Hungary, Czechoslovakia, Romania, Bulgaria), the fall of the Iron Curtain
11. USA in the 20th century
12. decolonization of Africa
13. Dictatorships in Central and South America
14. Middle East in the 20th century
15. The two most populous countries: China and India in the 20th century

Literature



Günther Böing (1990).
Povijest svijeta, Zagreb,
(poglavlja koja se odnose na
kraj 19. i 20. stoljeće),
Naprijed, Zagreb



S. Sharma (1990). Svjetska
privreda, Narodne novine,
Zagreb



P. Renouvin (2008).
Europska kriza i Prvi
svjetski rat, Golden
marketing - Tehnička
knjiga, Zagreb



A. J. P. Taylor (1994). Uzroci
Drugog svjetskog rata,
Zagreb, 1994., Znanje,
Zagreb



S. P. Huntington (1997).
Sukob civilizacija,
Cambridge University
Press, London

Academic English

45642

Lecturer in Charge



V. pred. dr. sc.
Lucia Miškulin
Saletović

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	60

Teaching assistants

Iva Andraka, Pred.
Adrian Jadranko Beljo, Pred.
Klara Bilić-Meštrić
Nina Vukadin, prof.
eng.njem.

Course Description

The course is aimed at enabling students to independently use professional and academic texts in English. In addition, it is aimed at encouraging students to independently develop their language skills with the help of reference books and other available sources.

Learning Outcomes

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

1. Use various types of dictionaries independently, explain and apply the concepts of cohesion and connectives,
2. Identify and explain various types of word formations,
3. Identify and explain structure, style and register of an academic text,
4. Identify and use common academic collocations,
5. Identify and use expressions used for describing, comparing, exemplifying, adding information, expressing reason and result, defining and drawing conclusions,
6. Describe charts and graphs,
7. Explain and apply the basics of rephrasing and referencing
8. Describe the main features of the English academic vocabulary (false pairs, synonyms, antonyms, words with multiple meanings, internationalisms)

General Competencies

Students will be able:

to apply knowledge and understanding of concepts, principles and theories of the basic elements of academic texts in global understanding of professional and academic texts in English;

to use dictionaries, grammar books and other available reference book in order; to further develop their English language competencies;

to present their opinions and attitudes on issues related to their field of study in English.

Grading

Active participation 10% / written assignments 10% / written exam 40% / independent reading and analysis of an academic text 20% / oral exam 20%.

Week by Week Schedule

1. Dictionary work (types of dictionaries, dictionary entry, parts of speech)
2. Cohesion and connectives (cohesive devices and basic types of connectives)
3. Text and paragraph structure
4. Style and register (main features of the academic writing style)
5. Rephrasing and referencing
6. Collocations
7. Reading comprehension and reading strategies (surveying, skimming and scanning)
8. Word formation (prefixes, suffixes, compound nouns and compound adjectives)
9. Academic vocabulary (internationalisms, false pairs, synonyms, antonyms, words with multiple meanings)
10. Describing and comparing
11. Exemplifying and adding information
12. Defining and drawing conclusions
13. Expressing reason and result
14. Interpreting data, charts and graphs
15. Revision and evaluation

Literature



Miškulin Saletović, L.,
Vojković Estatiev, V.; Beljo,
A. (2012). English Academic
Vocabulary for Social
Sciences and Humanities,
Zagreb: Hrvatski studiji
Sveučilišta u Zagrebu



Philpot, S.; Curnick, L.
(2007). Academic Skills:
Reading, Writing and Study
Skills, Oxford: Oxford
University Press



Gramatika engleskoga
jezika po izboru studenata
akademski tekst po izboru
studenata



Englesko-engleski rječnik
po izboru studenata

Academic German

45829



Lecturer in Charge



V. pred. dr. sc.
Lucia Miškulin
Saletović

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	60

Course Description

The course is aimed at enabling students to independently use media texts, as well as professional and academic texts in German. In addition, it is aimed at encouraging students to independently develop their language skills with the help of reference books and other available sources. Thirdly, the course is aimed at familiarizing students with the culture and civilization of the German-speaking countries and regions. Finally, the course is aimed at further developing students reading and speaking skills.

Course Type

- » Communication Sciences (Dual-major studies Study) (academic foreign language, 1st semester, 1st year)
- » Communication Sciences (Dual-major studies Study) (academic foreign language, 2nd semester, 1st year)
- » Communication Sciences (Dual-major studies Study) (academic foreign language, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (academic foreign language, 4th semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (academic foreign language, 5th semester, 3rd year)
- » Communication Sciences (Dual-major studies Study) (academic foreign language, 6th semester, 3rd year)
- » Croatian Studies (Dual-major studies Study) (academic foreign language, 1st semester, 1st year)
- » Croatian Studies (Dual-major studies Study) (academic foreign language, 2nd semester, 1st year)
- » Croatian Studies (Dual-major studies Study) (academic foreign language, 3rd semester, 2nd year)
- » Croatian Studies (Dual-major studies Study) (academic foreign language, 4th semester, 2nd year)
- » Croatian Studies (Dual-major studies Study) (academic foreign language, 5th semester, 3rd year)
- » Croatian Studies (Dual-major studies Study) (academic foreign language, 6th semester, 3rd year)
- » History (Dual-major studies Study) (academic foreign language, 1st semester, 1st year)
- » History (Dual-major studies Study) (academic foreign language, 2nd semester, 1st year)

- » History (Dual-major studies Study) (academic foreign language, 3rd semester, 2nd year)
- » History (Dual-major studies Study) (academic foreign language, 4th semester, 2nd year)
- » History (Dual-major studies Study) (academic foreign language, 5th semester, 3rd year)
- » History (Dual-major studies Study) (academic foreign language, 6th semester, 3rd year)
- » Latin language (Dual-major studies Study) (academic foreign language, 1st semester, 1st year)
- » Latin language (Dual-major studies Study) (academic foreign language, 2nd semester, 1st year)
- » Latin language (Dual-major studies Study) (academic foreign language, 3rd semester, 2nd year)
- » Latin language (Dual-major studies Study) (academic foreign language, 4th semester, 2nd year)
- » Latin language (Dual-major studies Study) (academic foreign language, 5th semester, 3rd year)
- » Latin language (Dual-major studies Study) (academic foreign language, 6th semester, 3rd year)
- » Philosophy (Dual-major studies Study) (academic foreign language, 1st semester, 1st year)
- » Philosophy (Dual-major studies Study) (academic foreign language, 2nd semester, 1st year)
- » Philosophy (Dual-major studies Study) (academic foreign language, 3rd semester, 2nd year)
- » Philosophy (Dual-major studies Study) (academic foreign language, 4th semester, 2nd year)
- » Sociology (Dual-major studies Study) (academic foreign language, 1st semester, 1st year)
- » Sociology (Dual-major studies Study) (academic foreign language, 2nd semester, 1st year)
- » Sociology (Dual-major studies Study) (academic foreign language, 3rd semester, 2nd year)
- » Sociology (Dual-major studies Study) (academic foreign language, 4th semester, 2nd year)
- » Sociology (Dual-major studies Study) (academic foreign language, 5th semester, 3rd year)
- » Sociology (Dual-major studies Study) (academic foreign language, 6th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)

- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (academic foreign language, 1st semester, 1st year)
- » Sociology (Study) (academic foreign language, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Use various types of German dictionaries and reference books independently
2. Recognize and describe various ways of expressing time in German
3. Recognize and explain word formation patterns in German
4. Explain form and content organization, as well as the main characteristics of German media and academic texts
5. Describe main features of the vocabulary found in German media and academic texts (false pairs, synonyms, words with multiple meanings, terminology)
6. Describe the main characteristics of the culture and civilization of the German-speaking countries and regions
7. Identify and use expressions used for comparing, exemplifying and expressing reason and result in German
8. Identify and use expressions for providing arguments, expressing opinion, agreeing or disagreeing
9. Explain main ideas of media and academic texts in German and discuss in German issues related to their field of study

General Competencies

Students will be able: - to apply knowledge and understanding of concepts, principles and theory of the basic features and elements of media and academic texts in global understanding of media, professional and academic texts in German - to use dictionaries, grammar books and other available reference book in order to further develop their German language competencies - to apply knowledge on the culture and civilization of German-speaking countries in the profession - to present their opinions and attitudes on issues related to their field of study in German

Grading

Active participation 10%; written assignments and a presentation 20%; written exam 45%; oral exam 30%.

Week by Week Schedule

1. Placement test. Dictionary work (types of dictionaries, dictionary entry, parts of speech)
2. Expressing time in German (tenses, time conjunctions and adverbs)
3. Form and content, as well as the main characteristics of media and academic texts in German
4. Reading comprehension (media texts on studying in Germany)
5. Word formation in German (composition, derivation)
6. Culture and civilization of German-speaking countries and regions
7. Print and electronic media in German-speaking countries (reading and listening comprehension)
8. Vocabulary of media and academic texts (false pairs in Croatian and German, synonyms, antonyms, words with multiple meanings, terminology)
9. Basic words and expressing for opening and closing of a presentation in German
10. Expressing opinion, providing arguments, agreeing and disagreeing in German
11. Comparing, expression reason and result, exemplifying in German
12. Reading comprehension (media texts on intercultural differences and politics)
13. Reading comprehension (academic texts on media, young people and politics)
14. Student presentations and discussion (possible topics: effective learning, media in Croatia and in German-speaking countries and regions, students in Croatia and in German-speaking countries and regions etc.)
15. Revision and evaluation

Literature



Glovacki-Bernardi, Z. (2001) Osnove njemačke gramatike, Zagreb: Školska knjiga (odabrana poglavlja)



Hansen-Kokoruš, R., Matešić, J., Pečur-Medinger, Z., Znika, M. (2005) Njemačko-hrvatski univerzalni rječnik, Zagreb: Nakladni zavod Globus i Institut za hrvatski jezik i jezikoslovlje



Njemačko-njemački rječnik po izboru studenata



Akademski i medijski tekstovi po izboru studenata



Autentični jezični materijali i tekstovi

Academic Literacy

38839

Lecturer in Charge



Doc. dr. sc.
Tomislav Janović

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

Teaching assistant
Anđelka Raguž, mag. nov.

Course Description

The aim of this course is to enable the student to acquire basic standards of academic writing in regard to its stylistic, grammatical, graphic, bibliographic and ethical aspects.

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses 2, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses 2, 2nd semester, 1st year)

Learning Outcomes

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

1. Demonstrate the ability to use bibliographic and other sources and independently create a selection of relevant material in order to produce academic text.
2. Generate notes, use manuals, Internet resources and other research tools.
3. Apply and know the basic bibliographic standards of academic writing.
4. Demonstrate the ability to independently write academic text (written homework, seminar paper or the final paper) by employing standard procedures and norms of academic writing (in terms of logic, grammar, style, bibliography, graphics and ethics).
5. Demonstrate the ability to identify and correct errors and flaws in one's own and other people's academic text.

General Competencies

Apply standard academic writing tools in writing essays, written assignments and qualification theses (B.A. and M.A. thesis). • to search bibliographic databases and other sources when carrying out simple research assignments. Exhibit reading comprehension and analytic skills when reading academic text and media contents. Articulate and lay out attitudes and arguments, both in oral and written form.

Grading

Elements of grading: regular attendance: 5%;
first assignment: 5%;
second assignment: 10%;
third assignment: 10%;
fourth assignment: 20%;
fifth assignment: 50%.

Week by Week Schedule

1. Important information about the course: teaching and learning methods, students' obligations, credits, and grading; rules of conduct and rules of communication (email etiquette).
2. Oral and written forms of expression; types and functions of text; academic text, academic community and academic communication; tradition of academic writing and critical thinking; goals, purposes and forms (genres) of academic texts; norms and tools of academic writing.
3. Macro-level of academic text: articulation of the topic (title) and text composition (table of contents); research question and thesis statement; purpose and techniques of writing an introductory section.
4. Macro-level of academic text: elaboration of the topic/thesis; chapters, sections, paragraphs; purpose and techniques of writing a conclusion.
5. Micro-level of academic text: characteristics of academic language and style (normativeness, stylistic neutrality, simplicity, clarity, conciseness, preciseness); absence of author's "voice" from the text; technical terms; abbreviations.
6. Micro-level of academic text: structure and length of sentences; building paragraphs and sections; types and functions of paragraphs; connectors and modifiers; articulating and connecting statements; taking stance, comparing and contrasting different views.
7. Logical norms and tools of academic writing: definition, classification, argument; argumentative strategies; valid and invalid arguments; analysis and interpretation of text; giving examples; appeal to evidence and appeal to authority; qualitative and quantitative evidence; tables, pictures and audio-visual material; graphic arrangement of text.
8. Bibliographic norms and tools of academic writing: citing and referring; preparing and singling out citations; reference techniques; plagiarism and ethical norms of academic writing; ethical codex of scientific and academic community.
9. Bibliographic norms and tools of academic writing: summarizing (synthesizing) and paraphrasing; purpose and techniques of paraphrasing author's words and thoughts; function of footnotes.
10. Bibliographic norms and tools of academic writing: types of sources, ways of referring to sources and citing sources (primary and secondary sources, most common sources, sources with many authors and anonymous sources, internet sources, unpublished and other atypical sources); putting together a bibliography/list of sources.
11. Before writing: empirical research, searching bibliographic bases and other sources, putting together a working bibliography, reading comprehension and taking notes, evaluation of evidence, outline and working plan. After writing: proofreading, revising, correcting; plagiarism avoidance.
12. Tutorial and discussion class: evaluation and discussion of written assignments.
13. Tutorial and discussion class: evaluation and discussion of written assignments.
14. Tutorial and discussion class: evaluation and discussion of written assignments.

15. Tutorial and discussion class: evaluation and discussion of written assignments.

Literature



Janović, T. (2012).
Akademsko pisanje,
nastavni materijal, power-
point-prezentacija, Zagreb:
Hrvatski studiji Sveučilišta
u Zagrebu



Janović, T. (2012). Citiranje,
parafraziranje i upućivanje
na izvore u akademskim
tekstovima, skripta, Zagreb:
Hrvatski studiji Sveučilišta
u Zagrebu



Oraić Tolić, D. (2011).
Akademsko pismo, Zagreb:
Naklada Ljevak

Aesthetics 1

46217

Lecturer in Charge



Doc. dr. sc.
Davor Pečnjak

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

Course Description

Aim of this course is that students can recognize, describe, analyse and interpret concepts, arguments and theories concerning the philosophy of art.

Course Type

- » Philosophy (Dual-major studies Study) (required course, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Recognize and analyze definitions of art
2. Compare various arguments which aim to justify these definitions
3. Analyze and interpret various concepts which are used in describing artworks
4. Analyze theories of the ontology of artworks - what kind of works are artworks
5. Analyze arguments and theories about evaluating art and artworks
6. Argue for one's own position regarding philosophy of art

General Competencies

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

Grading

Written exam: 70%;

Oral exam: 30%.

Week by Week Schedule

1. Introduction
2. Representational Theory of Art
3. Types of Representations
4. Expressivist Theory of Art
5. Expressing, Emotions and Metaphors in Art
6. Formalist Theory of Art
7. Forms in Different Kinds of Art
8. Theory of Aesthetic Experience
9. Theory of Aesthetic Experience
10. Institutional Theory of Art
11. Historical Definition of Art
12. Evaluation of Artwork
13. Evaluation of Artwork
14. Interpretation in Art
15. Concluding Discussion

Literature



Carroll, N. (1999).
Philosophy of Art,
Routledge: London and
New York



Dickie, G. (1997).
Introduction to Aesthetics,
Oxford University Press

Ancient Egypt, Greece and Rome in Motion Pictures: Facts vs. Fiction

117182



Lecturer in Charge



Doc. dr. sc.
Mladen Tomorad

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

Course Description

The aim of the course is to enable students to recognize differences 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 the 20th and the 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 of the same subjects.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 5th semester, 3rd year)
- » History (Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Study) (elective courses / working groups, 5th semester, 3rd year)

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 key issues of the motion pictures related to this subject
3. Explain the key issues of the history of Ancient Egypt, Greece and Rome
4. Explain the key issues of the various myths and legends of the heroes shown in the motion pictures related to this subject
5. Explain the key issues and development of motion pictures related to the Ancient world
6. Explain the importance of the Ancient world

7. Identify the major characteristics of the motion pictures related to the history of Ancient Egypt, Greece and Rome

General Competencies

After completing the course, students will be able to:

- 1) engage meaningful debate about the history and mythology of the Ancient Egypt, Greece and Rome
- 2) recognize and interpret key historical sources about this subject

Grading

Class attendance 25 %;

Colloquium 50 % or Written exam at the end of term (50 %):

- 1st colloquium 25%

- 2nd colloquium 25%

- Written exam 50 %

Seminar essay 25%.

Week by Week Schedule

1. Ancient Egypt: Cleopatra
2. Ancient Egypt: Pyramid building
3. Ancient Egypt: Ancient Egyptian literature
4. Ancient Egypt: Exodus
5. Ancient Greece: mythology
6. Ancient Greece: Greco-Persian wars
7. Ancient Greece: Alexander the Great
8. Ancient Rome: Beginning of Christianity
9. Ancient Rome: Wars with barbarians
10. Ancient Rome: gladiators
11. Ancient Rome: Julius Caesar
12. Ancient Rome: Roman Emperors
13. Ancient Rome: Late Antiquity
14. Final discussion
15. Colloquium

Literature



Tomorad, M. (2013) Ancient Egypt, Greece and Rome in Motion Pictures: Facts vs. Fiction (PowerPoint Presentations). Zagreb: Hrvatski studiji Sveučilišta u Zagrebu.

ANOVA Models

37814

Lecturer in Charge



Doc. dr. sc.
Mislav Stjepan
Žebec

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

Prerequisites
Inferential Statistics

Course Description

Systematic introducing the basic logic and series of operative analysis of variance (ANOVA) models as inferential statistical method based on central limit theorem, and directed to empirical data analysis obtained in experimental and quasi-experimental research. Generating at students an adoption and appropriate interpretation of basic concepts, logic and prerequisite assumptions of different ANOVA models, as well as of analysis of covariance (ANCOVA) models, necessary in psychological disciplines and for systematic acquisition of the other psychology subjects topics (undergraduate and graduate). Introducing to students a various multiple comparisons test in ANOVA designs (a priori and post hoc) and related prerequisite assumptions, advantages and limitations. Developing at students the skill of (1) recognition of situations where some of targeted ANOVA or ANCOVA models are used, (2) selection of adequate multiple comparisons tests inside the targeted model, (3) conduction of ANOVA/ANCOVA calculus in SPSS, and (4) detection of eventually unfulfilled prerequisite assumptions and application of necessary corrections. Preparing the students for conduction of minor empirical research by quasi-/experimental design, for adequate ANOVA models applications in related data analysis, and for scientific/professional report writing, in accordance to international standards.

Course Type

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

Learning Outcomes

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

1. Explain statistical-mathematical logic of the calculus of (1) independent samples ANOVA (one-way and factorial), (2) repeated measures ANOVA, (3) mixed ANOVA model, (4) ANCOVA;
2. Name assumptions for specific ANOVA model application, assess their presence in a given problem situation and thereafter choose the adequate model
3. Arrange research design adequate for an ANOVA model application
4. Analyze empirical research findings with adequate ANOVA procedure by using SPSS program
5. Interpret the ANOVA results in terms of set up research problem
6. Categorize and describe specific tests of a priori and post hoc multiple comparisons in ANOVA designs
7. Distinguish ANOVA models of fixed and random factors

8. Explain and in specific data analysis case interpret a basic concepts of statistical power, effect size of independent variable on dependent one, main, interactional and simple effects and homogenous subsets
9. Evaluate limitations and conclusion range of specific ANOVA/ANCOVA model application
10. Write professional/scientific report on the bases of conducted research and adequate ANOVA model data analysis and take responsibility for the quality of scientific interpretation of the results obtained with data analysis.

General Competencies

10. Judge scientific and professional papers in the field of social sciences, humanities, and biomedicine.
11. Analyze the assumptions and apply consistent methodological and statistical knowledge for the purpose of answering specific research questions, and determine the advantages and limitations of different research and statistical methods in psychology and related scientific disciplines.
16. Organize and present professional and scientific reports based on empirical data using scientific literature and demonstrating respect for international standards, independently or in a team.

Grading

- Class attendance - up to 14% of the course grade;
 Active participating during lessons and exercises - up to 3% of the course grade;
 A short computer assessment of knowledge and skills of SPSS application during exercises - up to 4% of the course;
 3 homeworks - up to 11% of the course grade;
 3 written seminar works - up to 31% of the course grade;
 Written exam - up to 13% of the course grade;
 Oral exam - up to 24% of the course grade;
 Extra points - up to 2% of the course grade.

Week by Week Schedule

1. Introduction to ANOVA models course syllabus. Definition of ANOVA and general situation of its application. Central limit theorem and basic logic of independent samples one-way ANOVA. Prerequisite assumptions of independent samples one-way ANOVA.
2. Variance decomposition of the sampling distribution when an alternative hypothesis (H_1) is valid. Sources of variance at independent samples one-way ANOVA. Prerequisite assumptions of one-way ANOVA. Sum of squares (total, between groups and within groups) and their interrelationship. Degrees of freedom and mean square of specific sources of variability. F ratio and operative calculus of one-way ANOVA.
3. Deflection from one-way ANOVA prerequisite assumptions and ways of its solution: Box approach, Welch approach, variable transformation (logarithmic, inverse, square root). Effect size of independent variable (IV) on dependent one (DV) at one-way ANOVA: η^2 and ω^2 . Statistical power of one-way ANOVA: basic concepts (central and non-central F-distribution) and calculus.
4. Multiple comparisons between groups of one-way ANOVA and Type I error (family-wise α and per-comparison α). Definition and basic logic of a priori tests. Kinds of a priori tests and their application: (1) multiple t-tests, (2) linear contrasts, (3) Bonferroni-Dunn test, (4) Holm-Larzerelle-Mulike test.

5. Definition, prerequisite assumptions, advantages, limitations and calculus of post hoc tests at multiple comparisons: (1) Fischer LSD, (2) Studentized range statistic (q), (3) Newman-Keuls; (4) Tukey HSD, (5) Ryan-Einot-Gabriel-Welch-q test, (6) Scheffé, (7) Dunnet test.
6. Two-way independent samples ANOVA: definition, motivation, basic concepts (main, interactional and simple effects). Prerequisite assumptions of independent samples factorial ANOVA designs. Sources of variance at independent samples two-way ANOVA. Sum of squares and degrees of freedom calculus.
7. Calculus and interpretation of simple effects in independent samples two-way ANOVA. Multiple comparisons at independent samples two-way ANOVA. Statistical power and effect size of more IV on DV.
8. First seminar report analysis. Three-way independent samples ANOVA: examples and crucial features (main effects, two-way interactions, three-way interaction and simple effects). Prerequisite assumptions assessment and calculus in SPSS. Unequal sample sizes at factorial ANOVA: problems and possible solutions.
9. Repeated measures ANOVA model: crucial features and difference to independent samples ANOVA model. Basic logic of repeated measures ANOVA model and variance decomposition. Repeated measures ANOVA calculus (sums of squares, degrees of freedom, F-ratio). Prerequisite assumptions of repeated measures ANOVA model.
10. Post hoc tests at repeated measures ANOVA model: (1) Games-Howell and (2) modified Fisher LSD test. Two-way and three-way repeated measures ANOVA model: example and crucial features (main effects, two-way interactions, three-way interaction). Prerequisite assumptions assessment and calculus in SPSS.
11. Repeated measures ANOVA model with one between groups IV mixed model: example, crucial features, basic logic and variance decomposition. Mixed ANOVA model calculus (sums of squares, degrees of freedom, F-ratio). Mixed ANOVA model prerequisite assumptions.
12. Second seminar report analysis. Fixed and random factors ANOVA models: definition, examples, SPSS calculus and outcomes analysis. Mixed model of fixed and random factors: definition, examples, SPSS calculus and outcomes analysis.
13. Analysis of variance and analysis of covariance (ANCOVA) in general linear model (GLM) frame: basic concepts and interrelationship. One-way ANCOVA: (1) definition and motivation, (2) covariate interpretation, (3) example, (4) prerequisite assumptions, (5) calculus, (6) adjusted values (means).
14. Third seminar report analysis. Factorial ANCOVA: (1) basic concepts, (2) basic logic and calculus components, (3) example, (4) adjusted values (means).
15. Test.

Literature



Howell, D.C. (1997).
Statistical methods for
psychology. Belmont, CA:
Duxbury Press.



Grimm, L. G. (1993).
Statistical applications for
the behavioral sciences.
New York: John Wiley &
Sons, Inc.

Applied statistics in social research

64556



Lecturer in Charge



Izv. prof. dr. sc.
Vanja Šimičević

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

Teaching assistant

Izv. prof. dr. sc. Vanja
Šimičević

Prerequisites

Statistics for Social Research

Course Description

The aim of this course is to enable the adoption and application of methodological competence of statistical methods and techniques of inferential statistics on the level of theory and practice. Course content includes the study of specific problems in the application of various methods for statistical analysis of data, and is expected applicability of certain methods of inferential statistics in response to specific research problems. The program potentially includes some of the existing methods that are primarily focused on the implementation and analysis of the obtained indicators of inferential statistics.

Course Type

- » Sociology (Dual-major studies Study) (required course, 5th semester, 3rd year)
- » Sociology (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Prepare for a thorough insight into the specifics, advantages and limitations of particular methods of inferential statistics to analyze the data.
2. Apply adopted methodological knowledge in sociological research.
3. Use statistical software SPSS.
4. Select appropriate methodological procedures.
5. Plan the research activities related to the use of methods and techniques of descriptive statistics.
6. Argue the interpretation of results obtained using different statistical methods.
7. Select appropriate methodological procedures.
8. Summarize the results of the statistical analysis.

General Competencies

Use the advanced statistical terms and information

Design a simple research project.

Organize the implementation of a simple research project.

Use the computer software for the analyses of qualitative and quantitative data.

Employ the adequate methodological approach in the research of social phenomena.

Use different social sciences methods in the analyses of the relevant data.

Employ the highest ethical norms in conducting of the social research with an aim of protecting the human subjects from any possible harm.

Grading

Attendance is obligatory. Fundamental statistical knowledge under the first goal is tested both in written form of tests with numeric and application exercises,/written exam and orally

Week by Week Schedule

1. Sampling methods and properties of the sampling distribution.
2. Confidence Intervals of the Mean.
3. Confidence Intervals for Population Proportion.
4. Concepts of Hypothesis testing.
5. Concepts of Hypothesis testing. Tests of the Mean of a Normal Distribution.
6. Tests of the Population Proportion.
7. Tests of the Difference Between two Population Means. Big Independent Samples.
8. Tests of the Difference Between Two Population Proportions.
9. Tests of the Difference Between two Population Means. Small independent Samples.
10. Tests of the Difference Between two Population Means: Dependent Samples.
11. Analysis of Variances.
12. Correlation Analysis. Linear Regression Model.
13. Correlation Coefficient.
14. Nonparametric Methods: Chi-Square Test.
15. Selected Nonparametric Method

Literature



Petz, B. (1997). Osnovne statističke metode za nematematičare, III, Naklada Slap, Jastrebarsko



Sweet, S. A.; Grace-Martin, K. A. (2012). Data Analysis with SPSS: A First Course in Applied Statistics (4th Edition), Pearson, USA



Howell, D. C. (2014). Fundamental Statistics for the Behavioral Sciences, Duxbury Press/ Cole Publishing Company, Ca., USA



Vanja Šimičević (2012). nastavni materijal (<http://www.hrstud.unizg.hr/sociologija-skripte/primjene-statistike-u-drustvenim-istrazivanjima-19651/>), Web stranica Hrvatskih studija

Approaching a text in Latin

37551



Lecturer in Charge



Doc. dr. sc.
Šime Demo

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

Teaching assistant
Rudolf Barišić

Course Description

Students will learn how to analyze latin sentences. First they will have to determine grammatical role of the individual words, and after that their function within the sentence.

Course Type

» Latin language (Dual-major studies Study) (required course, 2nd semester, 1st year)

Learning Outcomes

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

1. Define the following terms: predicate, finite verb, non finite verb, valency of the verbs, nucleus of the sentence, grammatical/logical subject, complement, object.
2. Differentiate various different types of the predicate.
3. Differentiate various different functions of the words in the sentence.
4. Explain use of the verb "sum, esse, fui".
5. Predict factors that determine the form of the anaphora.
6. Relate grammatical role with the function of the word in the sentence.

General Competencies

Differentiate parts of the sentence by its function.

Grading

Student responsibilities: Class attendance. Active engagement in the class (discussion on materials). Completion of weekly assignments. Absence: student has a right to absent twice. Written exam.

Week by Week Schedule

1. Predicate and its recognizing.
2. Valency.
3. Subject and copulative verbs (especially sum, esse, fui).
4. Complements.
5. Objects.

6. Complex predicates.
7. Passive.
8. Attribute.
9. Apposition.
10. Adverbial phrases.
11. Hyperbaton.
12. Sentence clause structure.
13. Attribute sentences.
14. Coordinating conjunctions.
15. Correlations.

Literature



Demo, Šime Pristup
latinskom tekstu (interni
priručnik)



Knezović, Pavao; Demo
Šime Latinski jezik 1-2
(interni priručnik)



Gaj Julije Cezar
Commentarii de bello
Gallico 1.1-10



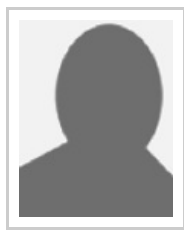
Divković, Mirko Latinsko-
hrvatski rječnik: za škole,
više izdanja

Archaeology and Croatian Medieval History

93930



Lecturer in Charge



Doc. dr. sc.
Tomislav Popić

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

Course Description

The aim of the course is to provide students with knowledge of Croatian medieval history using the achievements of archeology. In the absence of written sources for the Croatian early medieval history, archeology becomes unavoidable discipline that allows consideration of certain social phenomena and more complex understanding of certain aspects of social life. Therefore, emphasis is placed precisely on linking knowledge from historical and archaeological disciplines.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 6th semester, 3rd year)
- » History (Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Study) (elective courses / working groups, 6th semester, 3rd year)

Learning Outcomes

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

1. Define main problems of Croatian early medieval history
2. Define main problems of Croatian archaeology
3. Explain the course of historical development from 7th to 12th century
4. Estimate the importance of archaeological sources in the study of Croatian medieval past
5. Identify main archaeological sources
6. Compare archaeological and written sources in reconstructing past

General Competencies

After successfully graduating student will be able to:

1. explain cause and effect relations of historical events and processes,
2. identify major issues in interpretation of history,
3. tell what is the interpretation of history,
4. demonstrate the importance of interdisciplinary interpretations of historical events.

Grading

Oral exam 100%.

Week by Week Schedule

1. Introduction - student obligations, literature and exams
2. Archaeology as a discipline - subject of study, methods, approaches and paradigms
3. Croatian archaeology - problem of "national" archaeologies, history of archaeology in Croatia
4. Main issues of Croatian medieval archaeology
5. Christianization of Croats
6. Višeslavos font
7. Early medieval cemeteries
8. Early medieval inscriptions
9. Church of St. Marta in Bijaći near Trogir
10. Church of St. Spas on the Cetina
11. Church of St. Mary in Biskupija near Knin
12. Church of St. Trinity in Zadar
13. Epitaph of queen Jelena
14. Relief of king Petar Krešimir IV
15. Church tower of the St. Mary monastery in Zadar

Literature



Huw M. A. Evans, *The early medieval archeology of Croatia: A.D. 600-900*, Oxford 1989.



Philip L. Kohl, *Nationalism and Archaeology: On the Constructions of Nations and the Reconstructions of the Remote past*, *Annual Review of Anthropology* 27 (1998), str. 223-246.



Mladen Ančić, *Od vladarske curtis do gradskoga kotara: Bijaći i crkva sv. Marte od početka 9. do početka 13. stoljeća*, *Starohrvatska prosvjeta* III/26 (1999), str. 189-236.



Ivo Petricioli, *Crkva sv. Spasa na vrelu Cetine*, *Starohrvatska prosvjeta* III/22 (1995.), str. 19-28.



Pavuša Vežić, *Crkva sv. Trojstva (sv. Donata) u Zadru*, Zagreb 1986.

A two-day field trip

53446



Lecturer in Charge



Doc. dr. sc.
Šime Demo

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

Course Description

The aim of the course is to introduce students to the areas of historical, civilization and cultural flows through the monument, archaeological, archival and literary heritage.

The area in which you are travelling and systematically specialist processed cyclically related to marking important dates and anniversaries. Areas can be: Istria and Croatian Littoral, Central, Southern Dalmatia, Lika and Banovina, Croatian Zagorje and Međimurje, Northeast Croatia, Slavonia and Baranja.

Course Type

- » Latin language (Dual-major studies Study) (field study, 1st semester, 1st year)
- » Latin language (Dual-major studies Study) (field study, 2nd semester, 1st year)
- » Latin language (Dual-major studies Study) (field study, 3rd semester, 2nd year)
- » Latin language (Dual-major studies Study) (field study, 4th semester, 2nd year)
- » Latin language (Dual-major studies Study) (field study, 5th semester, 3rd year)
- » Latin language (Dual-major studies Study) (field study, 6th semester, 3rd year)

Learning Outcomes

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

1. Define and know the area of important historical and cultural events
2. Define and explain the causes of historical and cultural events
3. Distinguish the important from the unimportant circumstances
4. Define and compare the sites with important historical and cultural events
5. Evaluate the importance of cultural space for the historic event
6. Write an essay about the details or the overall fieldwork

General Competencies

Upon completion of their studies, students will be able to:

- 1.) observe the basic problems of conditional correlations of historical and cultural events and processes;
- 2.) write an essay about the detail or the totality of the historical and cultural processes of a given area;
- 3.) to come to their own conclusions about cultural processes with the necessity of interdisciplinary and multi-cultural observations of historical, economic, cultural and similar events range.

Grading

Due to the vastness of the planned areas there is no prescribed literature, students will be indicated the necessary literature ahead of each trip. Drawing up of a paper is required.

Week by Week Schedule

1. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.
2. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.
3. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.
4. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.
5. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.
6. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.
7. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.
8. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.
9. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.
10. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.
11. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.
12. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.

13. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.
14. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.
15. Trip itinerary; Important sites - historical and cultural context; Introduction to authors who studied and investigated the given area; Tours of individual sites under the guidance of “in situ” experts and synthesis of data at the end of tours.

Literature



Literaturu nije moguće dati s obzirom na širinu predviđenog područja - studenti će biti prije putovanja upoznati s potrebnom literaturom.

Austrian History

38070



Lecturer in Charge



Izv. prof. dr. sc.
Darko Vitek

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

Course Description

Course objectives are aimed at introducing the history of Austria with special emphasis on the contextualization of national history. We will try to point out the connection between the historical process within Central Europe, especially the historical link of the people who lived in the monarchical part.

Course Type

» History (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Show the underlying determinants of Austrian history from ancient times to the 21st century,
2. Define the fundamental problems of the Austrian past, shaped by its geographical position,
3. Explain the cause-effect relationship of various historical processes within each historical period,
4. Show the ideological significance of the Habsburg family in shaping the Austrian identity,
5. Analyze the historical processes and links between Austrian and Croatian history,
6. Compare historical events related to the person and work of the Habsburg rulers and other European rulers,
7. Show the contribution of Austrian cultural achievements to the European civilization.

General Competencies

After finishing the programme student will be able to:

1. summarize basic information of the Croatian and the World history
2. identify the most important person and institutions in the Croatian and the World history
3. differentiate specificities of historical periods
4. distinguish difference between important and non-important facts within historiographic interpretation
5. compare historical processes of different periods

Grading

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

Week by Week Schedule

1. Introductory lecture.
2. Austrian duchy and Babenberg family history of Austria before the arrival of the Habsburgs.
3. Arrival of the Habsburgs: the family and the power.
4. The emergence of multiethnic monarchy: the Central European.
5. Croatian Kingdom and selection of Habsburgs.
6. How did it happen - Bruderzwist?
7. Austriaca.
8. The Ottoman Empire and the Habsburg: siege of Vienna, winning the Liberation War and the establishment of absolutism in Hungarian countries.
9. Spain tragedy and Central victory: problem of inheritance in the Habsburg Monarchy, the Pragmatic Sanction internal integration and European peace.
10. Habsburgs and the Community: Crown of St. Stephen's relations with the Hungarian nobility, balancing between the Croatian and Hungarian nobility.
11. Maria Theresa and Joseph II.: the pinnacle of Habsburg power, reformatory activities and formation of an effective government.
12. Tradition, newspapers Revolution tumultuous 19th century and changes in the Central European area.
13. Austro-Hungarian Monarchy: emergence, development and operation of the Dual Monarchy.
14. From Sarajevo to First Republic: World War I, the collapse of the monarchy and the events before and during the Second World War.
15. From 1945: contemporary Austrian history, its rise, development and today's European path.

Literature



Zöllner, Schüssel (1997). *Povijest Austrije*, Barbat, Zagreb

Basic Croatian Linguistic Culture

85296



Lecturer in Charge



Izv. prof. dr. sc.
Mario Grčević

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

Teaching assistant
Anela Mateljak Popić

Course Description

The aim of this course is to familiarize students with the concepts of Croatian linguistic culture and encourage them to express themselves orally and in writing in accordance with the standards of the Croatian literary language.

Course Type

- » Communication Sciences (Dual-major studies Study) ((required) general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Dual-major studies Study) ((required) general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Dual-major studies Study) ((required) general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) ((required) general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) ((required) general foundation courses, 5th semester, 3rd year)
- » Communication Sciences (Dual-major studies Study) ((required) general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Dual-major studies Study) ((required) general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Dual-major studies Study) ((required) general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Dual-major studies Study) ((required) general foundation courses, 3rd semester, 2nd year)
- » Croatian Studies (Dual-major studies Study) ((required) general foundation courses, 4th semester, 2nd year)
- » Croatian Studies (Dual-major studies Study) ((required) general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Dual-major studies Study) ((required) general foundation courses, 6th semester, 3rd year)
- » History (Dual-major studies Study) ((required) general foundation courses, 1st semester, 1st year)
- » History (Dual-major studies Study) ((required) general foundation courses, 2nd semester, 1st year)
- » History (Dual-major studies Study) ((required) general foundation courses, 3rd semester, 2nd year)
- » History (Dual-major studies Study) ((required) general foundation courses, 4th semester, 2nd year)

- » History (Dual-major studies Study) ((required) general foundation courses, 5th semester, 3rd year)
- » History (Dual-major studies Study) ((required) general foundation courses, 6th semester, 3rd year)
- » Latin language (Dual-major studies Study) ((required) general foundation courses, 1st semester, 1st year)
- » Latin language (Dual-major studies Study) ((required) general foundation courses, 2nd semester, 1st year)
- » Latin language (Dual-major studies Study) ((required) general foundation courses, 3rd semester, 2nd year)
- » Latin language (Dual-major studies Study) ((required) general foundation courses, 4th semester, 2nd year)
- » Latin language (Dual-major studies Study) ((required) general foundation courses, 5th semester, 3rd year)
- » Latin language (Dual-major studies Study) ((required) general foundation courses, 6th semester, 3rd year)
- » Philosophy (Dual-major studies Study) ((required) general foundation courses, 1st semester, 1st year)
- » Philosophy (Dual-major studies Study) ((required) general foundation courses, 2nd semester, 1st year)
- » Philosophy (Dual-major studies Study) ((required) general foundation courses, 3rd semester, 2nd year)
- » Philosophy (Dual-major studies Study) ((required) general foundation courses, 4th semester, 2nd year)
- » Sociology (Dual-major studies Study) ((required) general foundation courses, 1st semester, 1st year)
- » Sociology (Dual-major studies Study) ((required) general foundation courses, 2nd semester, 1st year)
- » Sociology (Dual-major studies Study) ((required) general foundation courses, 3rd semester, 2nd year)
- » Sociology (Dual-major studies Study) ((required) general foundation courses, 4th semester, 2nd year)
- » Sociology (Dual-major studies Study) ((required) general foundation courses, 5th semester, 3rd year)
- » Sociology (Dual-major studies Study) ((required) general foundation courses, 6th semester, 3rd year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Apply theoretical knowledge through identifying errors in specific texts and in public communication, individually and in dialogue with others.
2. Define fundamental concepts of Croatian linguistic culture.
3. Analyze Croatian normative principles.
4. Analyze Croatian normative handbooks.
5. Describe normative divergences.
6. Apply the rules described in Croatian orthographies.

Grading

Activity in class 20%;

Exam 60%;

Attendance 20%.

Week by Week Schedule

1. Introduction to the Croatian linguistic culture: what is it and what is it for, terminology and concepts, definitions and bibliography
2. Concepts: standard literary language - the language of Croatian literature - standards and standardization, review of the recent history - functional styles, dialects
3. Council for Standard Croatian Language Norm
4. Contemporary Croatian normative acts and their application (orthographies, grammar books, dictionaries), network tools (dictionaries, corpora)
5. Different types of orthographic rules (phonological, morphological and etymological spelling), orthography of the Croatian Academy of Science and Art, transcription and transliteration, orthographic rules of the Croatian language
6. Orthoepy (accentual system)
7. Diphthong /ie/ and orthographical doubts
8. Further orthographic and phonological problems (č-ć, dž-đ), sound changes (assimilation, coarticulation)
9. From comma to full stop (punctuation marks and punctuation)
10. Writing foreign words, solid and divided writing, uppercase and lowercase letters, abbreviations
11. Declension (doubts and duality in the declension of nouns, pronouns, adjectives and numbers)
12. Verb forms (selected questions about simple and complex verb forms)
13. Lexical norm
14. Seminar papers and student letters - examples of (non-) academic expression
15. Early exam term and / or revisions

Literature



Babić, Stjepan, Sanda Ham, Milan Moguš. 2009. Hrvatski školski pravopis – usklađen sa zaključcima Vijeća za normu hrvatskog standardnog jezika, 3. izdanje. Zagreb.



Težak, Stjepko, Stjepan Babić. 2009. Gramatika hrvatskoga jezika – priručnik za osnovno jezično obrazovanje. Zagreb.

Basic Croatian Linguistic Culture

117212



Lecturer in Charge



Izv. prof. dr. sc.
Mario Grčević

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

Teaching assistant
Anela Mateljak Popić

Course Description

The aim of this course is to familiarize students with the concepts of Croatian linguistic culture and encourage them to express themselves orally and in writing in accordance with the standards of the Croatian literary language.

Course Type

» Croatian Studies (Study) (required course, 1st semester, 1st year)

Learning Outcomes

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

1. Apply theoretical knowledge through identifying errors in specific texts and in public communication, individually and in dialogue with others.
2. Define fundamental concepts of Croatian linguistic culture.
3. Analyze Croatian normative principles.
4. Analyze Croatian normative handbooks.
5. Describe normative divergences.
6. Apply the rules described in Croatian orthographies.

General Competencies

Raise the level of linguistic culture, practical literacy and understanding of basic normative principles in the areas of orthography, phonology, prosody, morphology, syntax and dictionary heritage.

Grading

Activity in class 20%;

Exam 60%;

Attendance 20%.

Week by Week Schedule

1. Introduction to the Croatian linguistic culture: what is it and what is it for, terminology and concepts, definitions and bibliography
2. Concepts: standard literary language - the language of Croatian literature - standards and standardization, review of the recent history - functional styles, dialects

3. Council for Standard Croatian Language Norm
4. Contemporary Croatian normative acts and their application (orthographies, grammar books, dictionaries), network tools (dictionaries, corpora)
5. Different types of orthographic rules (phonological, morphological and etymological spelling), orthography of the Croatian Academy of Science and Art, transcription and transliteration, orthographic rules of the Croatian language
6. Orthoepy (accentual system)
7. Diphthong /ie/ and orthographical doubts
8. Further orthographic and phonological problems (č-ć, dž-đ), sound changes (assimilation, coarticulation)
9. From comma to full stop (punctuation marks and punctuation)
10. Writing foreign words, solid and divided writing, uppercase and lowercase letters, abbreviations
11. Declension (doubts and duality in the declension of nouns, pronouns, adjectives and numbers)
12. Verb forms (selected questions about simple and complex verb forms)
13. Lexical norm
14. Seminar papers and student letters - examples of (non-) academic expression
15. Early exam term and / or revisions

Literature



Babić, Stjepan, Sanda Ham, Milan Moguš. 2009. Hrvatski školski pravopis – usklađen sa zaključcima Vijeća za normu hrvatskog standardnog jezika, 3. izdanje. Zagreb.

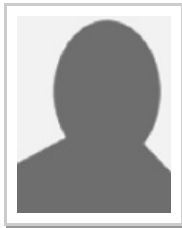


Težak, Stjepko, Stjepan Babić. 2009. Gramatika hrvatskoga jezika – priručnik za osnovno jezično obrazovanje. Zagreb.

Basic Social Behaviour

38644

Lecturer in Charge



Doc. dr. sc.
Ines Sučić

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

Teaching assistants

Jelena Maričić, dipl. psih.
Marina Štambuk

Course Description

The aim of the course is to familiarize students with theoretical explanations and determinants of human social behavior. Also, given that the social psychology is empirical science with well-developed set of methods for answering questions about social behavior, the emphasis of the course will be on describing a number of examples of socio-psychological research and consideration of their implementation.

Course Type

» Psychology (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Identify the extent of the influence of situational factors on human social behavior.
2. Apply knowledge of the socio-psychological concepts to everyday life and students life experience.
3. Analyze behavioral issues using theories and concepts from the perspective of social psychology
4. Discuss about socio-psychological concepts in daily life
5. Discuss about socio-psychological concepts in daily life Develop and organize research about socio-psychological concepts in daily life
6. Formulate explanations of obtained data on the basis of acquired knowledge. Present the results of students own research to colleagues
7. Demonstrate the results of students' own research to colleagues

General Competencies

Explain the fundamental principles of the ethics of psychology and relate the principles of the ethics of psychology to different areas of psychological practice.

Integrate the knowledge of cultural differences and critically assess the general principles, standards of good practice and work which demonstrates respect for diversity in a professional manner.

Evaluate scientific knowledge for the purpose of generating research hypotheses and support the scientific approach to the acquirement of knowledge.

Grading

Attendance and activity during lectures - 5%;
Attendance and activity during exercises - 5%;
Group project - 10% Two colloquia - 70%, each 35% (in case of non-passing or unsatisfactory achievement on colloquia, students can take the final exam, which, by volume, the content and the corresponding ECTS meets the colloquia);
Oral exam - 10%.

Week by Week Schedule

1. Determinants of interpersonal attraction.
2. Theoretical explanations of interpersonal attraction.
3. Theories of love, relationship breakups.
4. Theoretical explanations of motives for prosocial behavior.
5. Personal and situational determinants of prosocial behavior, methods for increase of prosocial behavior.
6. Definition of aggression, neurological and chemical impacts on aggression.
7. Situational and social causes of aggression.
8. Methods for reducing aggression.
9. The first colloquium.
10. Informational social influence.
11. Normative social influence.
12. Compliance to the requests, obedience to authority.
13. Definitions of groups, the impact of the group on individual behavior.
14. Group decisions, group polarization, conflict and cooperation.
15. The second colloquium.

Literature



Aronson, E., Wilson, T. D., Akert, R. M. (2005). *Socijalna psihologija*. Zagreb: Mate.

Basics of Biological Psychology

94507

Lecturer in Charge



Doc. dr. sc.
Ivana Hromatko

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

Lecturer
Martina Knežević, dr. sc.

Course Description

The general aim of this course is understanding of fundamental principles of nervous system organization, morphology of human central nervous system and functional organization of sensory and motor systems.

Course Type

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

Learning Outcomes

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

1. Recognize basic parts of central nervous system at both micro- and macroscopic levels;
2. Recognize basic parts of neuron and types of glia cells;
3. Describe basic principles of functional and anatomical organization of sensory and motor systems in humans;
4. Describe mechanisms of sensory neural analysis at all hierarchical levels, from receptor to primary sensory cortex;
5. Explain the role of cortical and sub-cortical structures in motor planning and spatial orientation
6. Apply the acquired knowledge in understanding of biological foundations of complex mental functions.

General Competencies

Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.

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

Evaluate scientific knowledge for the purpose of generating research hypotheses and support the scientific approach to the acquirement of knowledge.

Grading

Activity during classes 10%, tests 70%, written exam 20%.

Week by Week Schedule

1. Definition of biological psychology
2. Incidence and consequences of psychomotorical, neurological and other disorders related to dysfunction of nervous system
3. Development of basic divisions of the CNS, planes and axis
4. Neuron as the basic structural and functional element of CNS, methods for studying the CNS
5. Signal mechanisms, synaptic mechanisms, receptors
6. Neurotransmitters: definition, classification, chemical structure, functional properties
7. Membrane resting potential, action potential
8. Brain morphology, peripheral nervous system
9. Transduction of sensory information into neural code, basic organization of sensory systems
10. Pain, touch, proprioception
11. Chemical senses: taste and smell
12. Vision, organization of visual system
13. Auditory system, vestibular system and cerebellum
14. General organization of motor systems, pyramid and extrapyramid systems
15. Test

Literature



Petanjek i sur. (2003, obnovljeno 2011): Priručnik iz biološke psihologije, web. izdanje



Judaš, M.; Kostović, I. (1997): Temelji neuroznanosti, web izdanje, 2001.



Pinel JPJ. (2002): "Biološka psihologija" 4. izdanje. Jastrebarsko, Naklada Slap.

Basics of National and Private Security Policies, Systems, Actors

117171



Course Description

The students will come to understand the multidimensional phenomenon of security as a prerequisite for a successful physical, spiritual and material development of an individual, group, society and the state. They will learn about the basic elements of the national security system as well as private security systems of a modern society and state, as well as the basic organizational, structural and functional forms of security at the individual, national and international level.

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours 15

15

15

Course Type

- » Sociology (Study) (elective courses (2), 2nd semester, 1st year)
- » Sociology (Study) (elective courses (2), 4th semester, 2nd year)
- » Sociology (Study) (elective courses (2), 6th semester, 3rd year)

Learning Outcomes

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

1. Explain basic theoretical concepts regarding the phenomenon of security.
2. Classify security challenges, risks and threats to modern society.
3. Analyze tasks, structure and subject of internal security system.
4. Analyze tasks, structure and subject of the defence system.
5. Outline private security as non-state factor of security in modern societies.
6. Explain forms, methods, standards and conditions of work in private security sector.
7. Compare powers and entitlements of private security and public police.
8. Explain oversight of private security.

General Competencies

Use the general knowledge of society and of social processes.

Explain causal relationships between the various social phenomena.

Conform to a teamwork with co-workers from various disciplines, of different attitudes or value orientations.

Illustrate the social questions in the context of social class, ethnicity, gender, religion, capitalism, individualization, nationalism and globalization.

Grading

50 % seminar paper;

50 % oral exam.

Week by Week Schedule

1. Course introduction. Introduction to the system theory.
2. Basic theoretical concepts related to the phenomenon of security (individual, national, international, human); The theoretical model of national security (security policy: the policy process, actors and factors; safety structure, security self-organization of a civil society)in contemporary societies.

3. Threats to contemporary society (security challenges, risks and threats) at the national, supra-national and global level.
4. The national security system (case studies); (National) security policy - forms, processes, actors, factors.
5. The internal security system: tasks, structure, subjects; Internal security policy; The police; The State Attorney's Office; Intelligence and security services; Customs; Judicial police; Communal order officers/local/municipal police; Inspection service and other agencies of formal social control.
6. Defense system: tasks, structure, subjects; Defense policy; Armed forces: organizational, hierarchical, communicational, motivational structure; civil-military relations; Civil defense, defense planning and crisis management.
7. The system of protection and rescue: tasks, structure, subjects.
8. National security system management and control: the government, the prime minister, ministers, the parliament, the president, the National Security Council, the supervision of the public (non-governmental organizations, the media, public opinion).
9. Private security as a non-state security factor in modern societies; The definition of private security: private security, private security industry, private policing, private detective activity; Plural policing and the "hybridization" of security.
10. Foundations of legitimacy of private security - theoretical and practical explanations.
11. Private security services: Forms/licenses and jobs; Areas and methods; standards and conditions.
12. The measures, tasks, rights and powers of security guards.
13. Private detective activity: Private detective areas of work; Private detective methods, rights and powers.
14. Cross-border operations of private security companies and private detectives; National and international interest groups and associations in the field of private security; Cooperation between the police (and other public security services) and private security.
15. Control over private security; Conclusions and preparation for final exam.

Literature



Tatalović, S., Grizold, A., Cvrtić, V. (2008). *Suvremene sigurnosne politike: države i nacionalna sigurnost početkom 21. stoljeća*, Zagreb: Golden Marketing - Tehnička knjiga



Meško, G., Fields, C. B., Lobnikar, B., Sotlar, A. (2013). *Handbook on policing in Central and Eastern Europe*, New York: Springer



Sotlar, A. (2009). Post-conflict private policing: experiences from several former Yugoslav countries, *Policing*, 3, 489-507.



Sotlar, A., Meško, G. (2009). The relationship between the public and private security sectors in Slovenia - from coexistence towards partnership?, *Varstvoslovje*, 2, 269-285.



Steden, R. van, Sarre, R. (2010). Private policing in the former Yugoslavia: amenace to society?, *Varstvoslovje*, 4, 425-440.

BA work

38774



Course Description

Undergraduate thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their undergraduate studies and in which the students must demonstrate their ability to independently use literature 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 work and use of literature, as well as the application of appropriate methodology. Double major students write their thesis on only one of their major studies.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

Course Type

- » Communication Sciences (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » Croatian Studies (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » History (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » Latin language (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » Philosophy (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » Sociology (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » Communication Sciences (Study) (required course, 6th semester, 3rd year)
- » Croatian Studies (Study) (required course, 6th semester, 3rd year)
- » History (Study) (required course, 6th semester, 3rd year)
- » Sociology (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Collect and critically study relevant literature;
2. Choose a thesis topic;
3. Write the thesis syllabus;
4. Plan the course of completion of the thesis within a well-defined frame;
5. Define problems, hypotheses and methods which will be used in order to reach predicted results;
6. Write a thesis in the extent of approximately 3500-4500 words (16 to 20 standard pages of text).

Grading

100 % written final paper

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

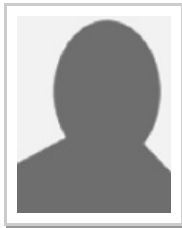


Mentor je dogovara sa svakim studentom ovisno o temi završnog rada.

Behavioral Neurobiology

37801

Lecturer in Charge



Prof. dr. sc.
Zdravko Petanjek

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

Course Description

The aim of this course is to provide students with thorough understanding of biological foundations of complex cognitive human functioning.

Course Type

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

Learning Outcomes

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

1. Recognize basic parts of the central nervous system, morpho-functional division of the human cerebral cortex, its laminar organization and neuron morphology;
2. Explain the basic principles of cortico-cortical and cortico-subcortical connections crucial for processing of higher cognitive functions;
3. Explain the principles of neuronal activation in visual and auditory association cortex involved in higher level of information processing, and the role of cerebral cortex in planning, control and execution of voluntary movements and space orientation;
4. Explain the role of higher order association areas in language, working memory, reasoning, planning and other human specific higher cognitive functions, as well as the connections between higher association areas, limbic system and other subcortical structures involved in emotional behaviour, motivational drives, biorhythms and homeostasis;
5. Apply acquired theoretical and practical knowledge in understanding the underlying mechanisms of psychological development and related disorders
6. Apply acquired knowledge in practical use of neuroimaging techniques (fMRI, PET, EEG, MEG);
7. Use educational multimedia online neuroscience resources in written reports and oral presentations;
8. Create a multimedia presentation showing clinical examples of correlations between brain damage and functional outcomes;
9. Analyze scientific review articles from the field of neurobiology of higher cognitive functions;
10. Explain and present the role of biology in normal everyday behaviour and in the onset of psychological disorders.

General Competencies

Explain the biological and neurobiological foundations of psychological processes and behaviour.

Identify the characteristics, mechanisms and models of psychological development and evaluate the effects of various biological and social factors on the physical, cognitive, social, and emotional development.

Value the basic contents from the complementary social, humanistic and biomedical disciplines.

Grading

Class activity - 10%, Seminar - 10%, Exercises - 10%, Two written tests - 60%, Oral test - 10%.

Week by Week Schedule

1. The role of biological factors in behaviour: trends in brain research in the world, the role of genetic background in shaping of brain structure, the impact of other developmental factors on brain structure, the role of the neural network structure in behaviour, the role of psychologists in brain research; the relationship between growing complexity in brain structure and growing complexity in psychomotor and cognitive functions during phylogenesis; functional division of the cerebral cortex: primary, parasensory and general associative areas; recognition on the scheme.
2. Functional anatomy and histology of the cerebral cortex: laminar organization, allocortex, paleocortex, archicortex, mezocortex, neocortex; recognition of layers on the scheme.
3. Cellular structure and organization of cortical connections: pyramidal neurons and interneurons, afferent systems of the cerebral cortex, laminar organization of afferent and efferent connections; features of cortical neurons; the pyramidal neurons (morphological, chemical and functional characteristics), GABAergic interneurons, baskets cells, axo-axonal neurons, columnar "double bouquet" neurons: identification on the scheme.
4. Brain chemical anatomy and reticular formation: neurotransmitters (glutamate, GABA, acetylcholine, noradrenaline, serotonin, dopamine, peptides), brain stem reticular formation and the continuum toward diencephalon and telencephalon; activating brain systems, central limbic central continuum: identifying limbic continuum nuclei on the scheme.
5. Ascending reticular activating system (ARAS): MFB, centrencephalon, mediobasal telencephalon; functional organization of the limbic system; structures of the limbic system: Papez circuit, the amygdala, the central limbic continuum, mediobasal (septal) area, hypothalamus, hippocampus, fornix; identification on the scheme.
6. EEG and general cortical activity: EEG waves, methods of monitoring the functional activity of the brain, evoked potentials; neurobiology of consciousness and sleep: thalamic reticular nucleus, sleep spindles, levels of consciousness, sleep cycles, REM stages; demonstration of the EEG; multimedia EEG presentation.
7. Neurobiology of vision: the organization of the primary visual areas, ocular dominance columns, secondary visual areas, opposite opponent colours system, perception of depth and movement; visual illusions: computerized exercise displaying visual illusions and their interpretation.
8. Visual-motor processing: the area for the control of eye movements (area 8); the role of the cerebral cortex in motor activity: primary and supplementary motor areas; motor pathways: computerized demonstration of the differences in stimulating pyramidal and extrapyramidal system.

9. Neurobiology of biorhythms: supraoptic area of the hypothalamus, circadian, circannual rhythm; neurobiology of emotion: orbital prefrontal cortex, limbic system, the theory of emotions; functional anatomy of the limbic system: the effect of stimulation of different areas of the limbic system - a multimedia presentation.
10. Neurobiology of sexuality: the hypothalamus, sexual dimorphism, sex differentiation, sex differences in the brain; neurobiology of higher cognitive functions: the relationship between general and parasensory associative areas; functional anatomy of associative areas: the prefrontal cortex, angular and supramarginal gyrus; identification on the scheme and functional implications.
11. Neurobiology of attention: different types of attention, unilateral neglect syndrome, dorsal parietal cortex; neurobiology of working memory: dorsolateral prefrontal area, cortico-striatal projections; functional integration of cortico-limbic structures: prefronto-limbic projections, identification on the scheme.
12. Neuroanatomy of learning and memory: localization of short-term memory and long term memory storage; case study H. M.; cellular mechanisms of learning and memory: long-term potentiation (LTP), long-term depression (LDP), retrograde synaptic transmission, Kandel's learning model on Aplysia; anatomy of the hippocampal formation: entorhinal area, dentate gyrus, perforant pathway, mossy fibers, Schaffer collaterals, CA1 and CA3 area, alveus; identification on the scheme.
13. Neurobiology of speech and language: Broca's and Wernicke's area, Wernicke-Geschwind model; the evolution of language functions and the importance for the development of human specific higher cognitive functions; lateralization of brain function, "split brain" experiments; differences between the concept of dominance and lateralization of brain function; anatomical differences between left and right hemispheres: demonstration (in the native slices) of the differences between the left and right hemispheres in the size of the Broca's and Wernicke's area.
14. Neurobiology of social behaviour: metacognition ("theory of mind"), the Klüver-Bucy syndrome and differences in symptomatology between man and ape, the biological basis of altruism and moral behaviour; brain plasticity: medical and educational significance, social, philosophical and ethical aspects.
15. Interindividual variability in brain structure: native and histological slices demonstrations; changes in the morphology of the brain after lesions: native and histological slices demonstrations.

Literature



Judaš, M.; Kostović, I. (1997) Temelji neuroznanosti. Web izdanje



Pinel J. P. J. (2002) Biološka psihologija. Jastrebarsko: Naklada Slap



Petanjek, Z.: Funkcionalna anatomija mozga - ppt prezentacija na webu

Bosna Srebrena in Ottoman Empire

117210



Lecturer in Charge



Prof. dr. sc.
Mijo Korade

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

Teaching assistant
Rudolf Barišić

Course Description

Franciscan province Bosna Srebrena (Bosna Argentina) was only institution from medieval period of Bosnia to survive Ottoman conquest. History and activity of Catholic Church in Bosnian and Herzegovinian area are inseparable from the Bosnian Franciscans. For almost five centuries they were basically the only pastoral workers. This activity had key role in preservation of the Catholic component of the population in Bosnia which was then during 19th and 20th century incorporated in the contemporary Croatian nation.

Main goal of the lectures is to enable students to understand historical frame and ways in which Bosna Srebrena operated during this period.

Students are expected to regularly attend lectures and to actively participate in it.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 5th semester, 3rd year)
- » History (Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Study) (elective courses / working groups, 5th semester, 3rd year)

Learning Outcomes

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

1. Outline the main events related to the history of the Bosna Srebrena
2. Review the most important historical characters of the Bosna Srebrena
3. Identify the most important people of the Bosna Srebrena
4. Explain the most important cultural achievements of the Bosnian Franciscans
5. Relate processes of the development of the Bosna Srebrena with the similar processes of the other Catholic institutions
6. Describe development of pastoral care provided by the Bosnian Franciscans

General Competencies

After finishing the programme student will be able to:
identify major issues in interpretation of history,
construct a historical context,
defend his/her own opinion in discussions on different historical events and processes,
demonstrate the importance of interdisciplinary interpretations of historical events,
reconstruct historiographic tools in making conclusions of historical processes and events,
appraise the value of historiographic interpretations.

Grading

Student responsibilities: Class attendance. Active engagement in the class (discussion on materials). Absence: student has a right to absent twice. The exam is oral.

Week by Week Schedule

1. Introduction in the history of the Franciscans
2. Christianity in Bosnia before arrival of Franciscans
3. Arrival of the Franciscans in Bosnia
4. Islamisation of Bosnia
5. Bosna Srebrena in period before 1699.
6. Bosna Srebrena after Great Turkish War
7. Divisions of Bosna Srebrena during 18th century
8. Bosnian Franciscan literature
9. Education of the Bosnian Franciscans
10. Habsburg Monarchy and the Bosnian Franciscans
11. Apostolic vicariate in Bosnia 1735-1881
12. Bosna Srebrena during 19th century
13. Illyrian movement and the Bosnian Franciscans
14. Relations of the Orthodox Church and the Bosnian Franciscans
15. The final lecture

Literature



DŽAJA, Srećko Matko (1999). Konfesionalnost i nacionalnost Bosne i Hercegovine. Predemancipacijski period 1463.-1804., Ziral



DŽAJA, Srećko Matko (1971). Katolici u Bosni i zapadnoj Hercegovini na prijelazu iz 18. u 19. st. Doba fra Grge Ilijića Varešanina (1783.-1813.), Kršćanska sadašnjost



GAVRAN, Ignacije (2007). Suputnici bosanske povijesti: sedam stoljeća djelovanja bosanskih franjevaca, Svjetlo riječi



JELENIĆ, Julijan (1990). Kultura i bosanski franjevci I-II. sv. (izbor iz poglavlja u dogovoru s predavačem), Svjetlost



JERKOVIĆ, Marko; BARIŠIĆ, Rudolf (2011). Vjerske prilike na zapadnom obodu Osmanskoga carstva za života Ivana Ančića, u: Zbornik o Ivanu Ančiću Dumljaninu, str. 9-30., Hrvatski studiji

Catholic Church and Croatian Politics 1918.-1990.

52996

Teaching assistant



Izv. prof. dr. sc.
Miroslav Akmadža

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

Prerequisites
Physical Education and
Sports I

Course Description

Course objectives are to acquire basic information and scientifically founded knowledge about the situation in Croatian and Yugoslav society in the first Yugoslavia, during and after the Second World War, linking different impact on Church-state relations in given historical periods and circumstances and the consequences thereof.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 5th semester, 3rd year)
- » History (Dual-major studies Study) (elective courses / working groups, 6th semester, 3rd year)
- » History (Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Study) (elective courses / working groups, 5th semester, 3rd year)
- » History (Study) (elective courses / working groups, 6th semester, 3rd year)

Learning Outcomes

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

1. List the most relevant information about the interaction between the Catholic Church and the state in the 20th century,
2. Define the basic problems of the interrelationship between the Catholic Church and the state in that period,
3. Explain historical processes that have marked the history of Croatia during the period,
4. Define how the Catholic Church affected the country during this period and that the state is influenced by the Catholic Church,
5. Explain the causal link of this correlation during the period,

6. Compare historical processes and the flow of historical events in the history of Croatian 20th century due to the different social and political environment that has passed in this period (two of Yugoslavia, ISC (NDH), etc.).

General Competencies

After successful completion of their studies, students will be able to:
 define the historical processes inherent in the present period,
 specify the persons and institutions that have marked the history of Croatia,
 explain the cause and effect relationships between historical events and historical processes,
 discuss the context of historical events,
 connect various historical processes.

Grading

Active students will be monitored throughout the semester. Classes is obligatory to attend. The final exam is oral.

Week by Week Schedule

1. Introductory approach to content, course goals and literature
2. The relationship of the Catholic hierarchy to the South Slavic unification
3. Croatian Catholic movement
4. Catholic Action
5. The emergence and operation of the Old Catholic church
6. Concordat problem between Vatican and the Kingdom of Yugoslavia
7. Catholic Church and CPP
8. Catholic Church and ISC
9. The relationship of the Catholic Church and communism
10. Policy of communist regime towards the Catholic Church in the early postwar years
11. Confiscation of the property of the Catholic Church by the communist regime
12. The trial of Archbishop Alojzije Stepinac and to the other ecclesiastical persons
13. Priests Association in the service of the communist regime
14. Yugoslav-Vatican relations
15. The Catholic Church in independent Croatia

Literature



Miroslav Akmadža (2004).
 Katolička crkva u Hrvatskoj
 i komunistički režim 1945.-
 1966., Otokar Keršovani,
 Rijeka



Jure Krišto (2003). Sukob
 simbola, Nakladni zavod
 Globus, Zagreb

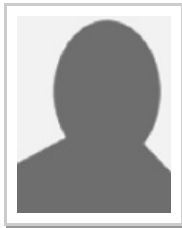


Zlatko Matijević (1998).
 Slom politike katoličkog
 jugoslovenstva, Hrvatska
 pučka stranka u životu
 Kraljevine SHS, Hrvatski
 institut za povijest

Church History in the Light of Medieval Sources

61895

Lecturer in Charge



Doc. dr. sc.
Tomislav Popić

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

Teaching assistant
Marko Jerković, dr. sc.

Course Description

The aims are: to acquaint students with the main processes and the most important events in institutional history of medieval Church; to provide them with knowledge about important popes, monastic orders, ecclesiastical organizations (European and Croatian) and about various primary sources regarding church history (for example: famous Donation of Constantine, correspondent letters between Croatian state rulers and papacy, narrative sources – church chronicles). The aim is also to train students to handle medieval primary sources.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 6th semester, 3rd year)
- » History (Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Study) (elective courses / working groups, 6th semester, 3rd year)

Learning Outcomes

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

1. Describe processes related to Church history of medieval period
2. Develop an ability to write a seminary
3. Analyze and interpret sources in ecclesiastical history of medieval period
4. Compare historical processes which took part in Croatian historical territories
5. Identify historical problems and questions related to ecclesiastical history of medieval period
6. Explain problems related to specific historiographical questions

General Competencies

After finishing the programme student will be able to:
define historical processes typical for certain historical period,
summarize basic information of the Croatian and the World history,
combine a different historical processes,
Appraise the value of historiographic interpretations,
defend his/her own opinion in discussions on different historical events and processes,
design his/her own conclusion on different historical events and processes,
interpret a historical sources.

Grading

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

Week by Week Schedule

1. Introduction in the church history.
2. Early medieval papacy.
3. Donation of Constantine.
4. Benedictines and Regulae.
5. Pope John VIII and Croatian duke Branimir.
6. Church council of 10th century.
7. The age of reform: pope Gregory VII.
8. Reform of Cluny.
9. Ecclesiastical organizations in Dalmatia and continental Croatia.
10. St Francis of Assisi and the emergence of mendicant orders.
11. Papal monarchy: Innocent III and Gregory IX.
12. Thomas Archdeacon (chronicler of the Archdiocese of Split).
13. Pope Boniface VIII.
14. Avignon papacy.
15. Church councils of the 15th century.

Literature



Duffy, Eamon (1998). Sveci i grešnici, str. 45-101., OTOKAR KERŠOVANI, RIJEKA



Ančić, Mladen (2002). Mjesto Branimirove Hrvatske u suvremenom svjetskom poretku, u: Hrvatska u doba kneza Branimira, str. 43-65., HAZU, Zadar



Katičić, Radoslav (2003). Toma Arhiđakon i njegovo djelo, u: Toma Arhiđakon, Historia Salonitana, str. 329-378., Književni krug, Split



Ostojić, Ivan (1963). Benediktinci u Hrvatskoj i ostalim našim krajevima, sv. I., Benediktinski priorat-TKON, Split



Šanjek, Franjo (2000). Crkva i kršćanstvo, u: Hrvatska i Europa: kultura, znanost i umjetnost. Srednji vijek i renesansa (XIII.-XVI. stoljeće), str. 227-247., HAZU, Zagreb

Communist Party Policy toward Political Opponents and Dissidents

53021



Lecturer in Charge



Izv. prof. dr. sc.
Miroslav Akmadža

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

Course Description

Course objectives are to acquire basic information and scientifically established knowledge about the situation in Croatian and Yugoslav society after World War II, the analysis of various forms of political relations by the Communist Party of political opponents and dissenters from the ranks of the Communists (dissidents) in some periods and the consequences thereof.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 6th semester, 3rd year)
- » History (Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Study) (elective courses / working groups, 6th semester, 3rd year)

Learning Outcomes

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

1. List the most relevant information on the Communist Party of Yugoslavia (CPY) for a period of 1945 up in 1990.,
2. Explain the concept of opponents CPY on the social and political level,
3. Define the basic problems of interrelationships of CPY and its dissidents,
4. Explain the causal link of this correlation during the period,
5. Explain historical processes that have marked the history of Croatia in this period,
6. Describe how CPY shaped country in this period.

General Competencies

After successful completion of their studies, students will be able to:
 define the historical processes inherent to different historical periods,
 clearly and concisely describe the basic course of historical events of the period,
 explain the cause and effect relationships between historical events and historical processes,
 identify the basic problems of interpretation of historical events and processes,
 express their opinions about historical events and historical processes.

Grading

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

Week by Week Schedule

1. Introductory approach to content, course goals and literature
2. The organization and operation of the repressive communist system
3. Bleiburg and the Way of the Cross
4. Clash of the guerrilla groups (Crusaders)
5. Policy of CPY to the CPP
6. Policy towards Folskdojčers and Italians
7. Relationship of the CPY to the Catholic Church and other religious communities
8. The Draza Mihailovic trial and attitudes towards members of Chetnik Movement
9. Clash of the members of informbiro and the Hebrang case
10. Žigić, Brkić i Opačić cases
11. Đilas case
12. Ranković case
13. Relationship CPY to the participants of "Croatian Spring"
14. Communist Party of Yugoslavia, Croatian political emigration and murder of Bruno Busic
15. Franjo Tuđman and some Croatian communist dissidents

Literature



Z. Radelić (2002). Križari: gerila u Hrvatskoj, Hrvatski institut za povijest



Z. Radelić (2005). Hrvatska u Jugoslaviji 1945.-1991., Školska knjiga, Zagreb



M. Akmadža (2004). Katolička crkva u Hrvatskoj i komunistički režim 1945.-1966., Otokar Keršovani, Rijeka



J. Jurčević (2005). Bleiburg, Dokumentacijsko-informacijsko središte, Zagreb



N. Kisić-Kolanović (1996). Andrija Hebrang, Iluzije i otrežnjenja, Institut za suvremenu povijest, Zagreb

Comparative Psychology

38883



Lecturer in Charge



Doc. dr. sc.
Zoran Tadić

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

Course Description

Enable the students to approach the study of animal behavior and the creation of new scientific hypotheses in this multidisciplinary field, especially from the standpoint of learning, cognition and the effect of the evolution of these processes.

Course Type

- » Psychology (Study) (elective courses, 2nd semester, 1st year)
- » Psychology (Study) (elective courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Explain and critically evaluate the results of experiments in the field of animal behavior in nature and in the laboratory.
2. Criticize their own and the results of others in the field of comparative psychology.
3. Analyze and apply the information from the scientific literature of the area in the course of independently devising and testing scientific hypotheses and designing experiments in comparative psychology.
4. Explain and interpret the data from different areas of comparative psychology (e.g. neuroetology, behavioral endocrinology, behavioral ecology).

General Competencies

Determine the biological and neurobiological bases of mental processes and behavior.

Critically assess the scientific and technical papers in the field of humanities, social sciences and biomedicine.

Support interdisciplinarity, establishing and maintaining relationships with other professionals, as well as relevant organizations.

Week by Week Schedule

1. INTRODUCTION TO ANIMAL BEHAVIOR: Why do we study animal behaviour? A short history of the study of animal behaviour, the study of animal behaviour in modern times: classical ethology, behaviorism, comparative psychology, behavioural ecology. Modern trends in the study of animal behaviour. Methods of study of animal behaviour, field and laboratory studies: advantages and disadvantages.
2. GENES AND BEHAVIOR: Relationship between genes and behaviour, experimental methods for assessing the role of genes in shaping of behaviour: inbreeding, artificial selection, hybridization. Genetic analysis and behaviour (Paramecium, Drosophila), recombinant DNA methods and their application in behavioural genetics: "Knockout" mice. The second generation methods of molecular biology and their application in behavioural genetics: Drosophila, honeybee (*Apis mellifera*). Epigenetics and behaviour.
3. NATURAL SELECTION AND BEHAVIOUR: Natural selection and genetic variation, adaptation, maintenance of nonadaptive traits. How to study adaptiveness of behaviour? Optimality of behaviour - theoretical and practical considerations. Evolutionary stable strategies (ESS) - examples and models.
4. LEARNING: What is learning? Learning and behavioural adaptation, types of learning: habituation, classical (Pavlovian dogs) and operant conditioning, latent learning and its adaptiveness, logical learning, social learning, learning and cognition in animals - examples and considerations.
5. THE NERVOUS SYSTEM AND BEHAVIOUR - THE SCIENCE OF NEUROETHOLOGY: Resting and action potentials, neurons and neural nets, synaptic transmission: electrical and chemical synapses, neurotransmitters. Nervous system: structure and functions, the senses and their role in behaviour, motor systems. Neuroethology of deadly interactions: Bats vs. moths, Barn owl and prey location in total darkness, Visual sensory information and integration in common toads. Motor coordination and integration of locust flight.
6. ENDOCRINE SYSTEM AND BEHAVIOR - BEHAVIORAL ENDOCRINOLOGY: Definition of endocrine glands, endocrine gland systems; How hormones affect behavior? Organizational and activation effects of hormones on behavior, hormonal cycles of insects, factors affecting the action of hormones.
7. DEVELOPMENT BEHAVIOR: What causes behavioral changes during the development of an individual unit? The role of genes and environment in the development of song in birds, critical periods in the development of behavior, filial and sexual imprinting in birds and mammals, homeostasis in the development of behavior, social development of rhesus monkeys, development of the nervous system and behavior of amphibians.
8. SEARCHING FOR FOOD: How to search for and find food? Methods of searching and hunting for food, optimal search for food (theoretical models and their practical application).
9. ANTI-PREDATORY BEHAVIOR: How not to be eaten: Protective (cryptic) coloration, aposematic coloration, Batesian and Mullerian mimicry, polymorphism as a defense against predators, distraction, visual expression of body condition, bluff, attack as defense, group defense - advantages and disadvantages .
10. SEXUAL REPRODUCTION, PARTNER SELECTION AND MATING SYSTEMS: Why is there sex? The evolution of sex and the sex determination, sex partner selection, theories of female choice evolution: "runaway" selection model, the handicap principle, Bateman's principle, Trivers' theory of parental investment in offspring, intra- and intersexual conflict and partner selection: female choice and male choice, parental care for offspring, mating systems: monogamy, polygamy, polygyny, polyandry. Is the study of partner selection that simple?

11. LIFE IN GROUPS AND COMMUNICATION AMONG ANIMALS: The advantages and disadvantages of living in a group, natal philopatry, territoriality, definitions of communication among animals, game theory and its application in the prediction of conflict between two individuals, asymmetry in aggressive interaction of two individuals, nature of communication signals and channels, evolution of communication signals - ritualization, selection pressures that affect the communication among animals, the tasks of communication, intra- and interspecific communication, maintaining relationships in a group by physical touch, communication and language development in apes.
12. LIFE IN GROUPS AND COMMUNICATION AMONG ANIMALS: The advantages and disadvantages of living in a group, natal philopatry, territoriality, definitions of communication among animals, game theory and its application in the prediction of conflict between two individuals, asymmetry in aggressive interaction of two individuals, nature of communication signals and channels, evolution of communication signals - ritualization, selection pressures that affect the communication among animals, the tasks of communication, intra- and interspecific communication, maintaining relationships in a group by physical touch, communication and language development in apes.
13. SELFISHNESS AND ALTRUISM: What is altruism? Hypotheses about the evolution of altruism: Individual selection, selection by relatives, reciprocal altruism, parental manipulation of offspring. Examples of cooperation among animals (alarms, group rearing of pups, cooperation in the search for a sexual partner, eusociality), the theory of eusociality evolution in insects (haplodiploidy and other genetic theories), the naked mole rat (*heterocephalus glaber*) as a model eusocial mammal, factors driving the evolution of eusociality.
14. SELFISHNESS AND ALTRUISM: What is altruism? Hypotheses about the evolution of altruism: Individual selection, selection by relatives, reciprocal altruism, parental manipulation of offspring. Examples of cooperation among animals (alarms, group rearing of pups, cooperation in the search for a sexual partner, eusociality), the theory of eusociality evolution in insects (haplodiploidy and other genetic theories), the naked mole rat (*heterocephalus glaber*) as a model eusocial mammal, factors driving the evolution of eusociality.
15. Exam

Literature



J. Goodenough, B. McGuire, E. Jakob: "Perspectives on Animal Behavior 3rd ed.", J. Wiley & Sons Inc., Chichester, UK, 2010 (U)



L. A. Dugatkin: "Principles of Animal Behavior 3rd ed.", W. W. Norton and Company, London, UK, 2013 (U)

Critical Thought in Sociology

28884

Lecturer in Charge



Izv. prof. dr. sc.
Renato Matic

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

Teaching assistant

Izv. prof. dr. sc. Renato Matic

Course Description

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

Course Type

- » Sociology (Study) (elective courses (2), 2nd semester, 1st year)
- » Sociology (Study) (elective courses (2), 4th semester, 2nd year)
- » Sociology (Study) (elective courses (2), 6th semester, 3rd year)

Learning Outcomes

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

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

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.

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).

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

Croatia in the Second Half of the 20th Century

38067



Lecturer in Charge



Doc. dr. sc.
Ivica Lučić

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

Course Description

Course objectives are focused on learning the important people and events that have marked the history of Croatia in the second half of the 20th century. In doing of, students develop a sense of importance of the period, they better they to understand and become more competent in their understanding and future teaching.

Course Type

- » History (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (required course, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Describe the course of historical events in the Croatian second half of the 20th century,
2. Analyze individual events and processes,
3. Explain the basic problems of Croatian history in the second half of the 20th century,
4. Identify the most important information and people in world history in this period,
5. Define causal connections during the period,
6. Show the important from the unimportant in the interpretation of historical events and processes of the specified period.

General Competencies

After finishing the programme student will be able to:
summerize basic information of the Croatian and the World history,
identify the most important person and institutions in the Croatian and the World history,
explain cause and effect relations of historical events and processes,
construct a historical context,
distinguish difference between important and non-important facts within historiographic interpretation,
combine a different historical processes.

Grading

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

Week by Week Schedule

1. Important factors in the Croatian position after the World War II
2. Determination of Croatian borders in the renewed Yugoslavia
3. Character of the new government
4. The post-war political life
5. Construction of a new society
6. The Catholic Church in the Second Yugoslavia
7. The resistance to the communist dictatorship and national oppression
8. The position of the Serbs in Croatia
9. Josip Broz Tito
10. Croatia since the beginning of the 50s to mid-60s of XX century
11. Brioni plenum
12. 'Creeping democratization "
13. Croatian spring
14. Karađorđevo and its consequences
15. From the first multi-party initiative to independence

Literature



Zdenko RADELIĆ (2006). Hrvatska u Jugoslaviji 1941.-1991: od zajedništva do razlaza, Školska knjiga, Zagreb

Croatian Archaeological Heritage

37462



Lecturer in Charge



Doc. dr. sc.
Mladen Tomorad

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

Teaching assistant
Juraj Belaj, dr. sc.

Course Description

The aim of the course is to introduce students to the basics of archaeology and its basic methods, devoting particular attention to the interdisciplinary character of archaeological science. Further, to offer students insight into the diversity of Croatian archaeological heritage and the important role it plays for the Croatian culture.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (required course, 5th semester, 3rd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Distinguish the basic methods of archaeological investigation and gain familiarity with basic archaeological terminology and topics.
2. Recognize the basic forms of manipulating archaeological heritage.
3. Identify archaeological periods.
4. Distinguish basic values and potentials of archaeological sites and finds.
5. Distinguish the most important Croatian archaeological monuments, the places where they were discovered and where they are kept.
6. Analyze and approach literature with a critical mind, as well as to articulate views on the subject of Croatian archaeological heritage.
7. Prepare a reactive text on the subject of Croatian archaeological heritage, and to present it orally.

General Competencies

After completing the Croatian Archaeological Heritage course students will be able to recognise the position, role and significance of Croatian archaeological heritage in the wider framework of Croatia's cultural heritage, as well as in the European context.

Grading

To be eligible for the written examination students shall have submitted an essay—and obtained a positive evaluation—in written form and as a presentation. Oral examination 80%; essay 20%.

Week by Week Schedule

1. Introduction to archaeology and archaeological methods
2. Special archaeological disciplines
3. Stone Ages
4. Metal Ages
5. Antiquity
6. Late Antiquity
7. Mythic worldview of the ancient Croats and the process of occupation of conquered spaces – theory
8. Mythic worldview of the ancient Croats and the process of occupation of conquered spaces – selected examples
9. Mediaeval cemeteries
10. Mediaeval settlements
11. Mediaeval sacred architecture
12. Mediaeval fortification architecture
13. Archaeology of the Modern Period
14. Selected archaeological sites
15. Selected archaeological finds

Literature



Težak-Gregl, T. (2011). Uvod u prapovijesnu arheologiju (odabrana poglavlja), Leykam international, Zagreb



Dimitrijević, S., Težak-Gregl, T., Majnarić-Pandžić, N. (1998). Prapovijest (odabrana poglavlja), Naprijed, Zagreb



Cambi, N. (2002). Antika (odabrana poglavlja), Naprijed, Zagreb



Milošević, A., Rapanić, Ž., Tomičić, Ž. (2001). Arheološki nalazi karolinškog obilježja u Hrvatskoj (odabrana poglavlja), Muzej hrvatskih arheoloških spomenika, Split



Belaj, V. (2007). Hod kroz godinu. Pokušaj rekonstrukcije prahrvatskoga mitskoga svjetonazora. Drugo, izmijenjeno i dopunjeno izdanje (odabrana poglavlja), Golden marketing - Tehnička knjiga, Zagreb

Croatian Cultural and Political History of the 16th and 17th Centuries

37435



Lecturer in Charge



Doc. dr. sc.
Ivana Jukić

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

Teaching assistant
Doc. dr. sc. Ivana Jukić

Course Description

The history of Croatia in the 16th and 17th Century was marked with desintegration process of its territory. The main course objective is to explain how this process created and changed Croatian cultural and political identity. The medieval Croatian territory was dismembered in above mentioned centuries between Habsburg Monarchy, Venice and Ottoman Empire and the course will describe how those political centers influenced (or/and not) social, political and cultural life within Croatian lands.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Croatian Studies (Study) (required course, 2nd semester, 1st year)

Learning Outcomes

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

1. Describe socio-political processes within Early Modern Croatia in the 16th and 17th century
2. Argue why was Croatian territory desingrated and what were the implications of that process for the future
3. Analyze how different social classes faced with socio-political changes of the period
4. Compare cultural identities of Croatian lands based on their political affiliation
5. Explain how political desintegration influenced creation of the multiple Croatian identities
6. Relate socio-cultural similarities and differences of Croatian lands to neighboring countries

General Competencies

Students will be able to analyze and describe social and cultural processes within early modern Croatia.

Grading

The final grade will be result of student's class attendance, activity during seminars and discussions. The final exam is written and oral exam.

Week by Week Schedule

1. Class overview, schedule, requirements
2. World-Europe-Croatia 1490-1595
3. Once upon a time Glorious Kingdom and 16th century: desintegration's echos
4. Power centers and local autonomy
5. The Croatian society
6. The economy of the Croatian lands
7. The faith, science and turmolis
8. Is there culture in the century of turmoils?
9. World-Europe-Croatia 1595-1722
10. Power centers and local autonomy 1595-1648
11. Power centers and local autonomy 1648-1722
12. The economy of the Croatian lands
13. The faith, science and education
14. The society of the Croatian lands
15. Baroque in Croatian lands

Literature



Povijest Hrvata - od kraja 15. st. do kraja Prvoga svjetskoga rata, ur.: M. Valentić, L. Čoralić, Zagreb, 2005., 1-209.



Hrvatska i Europa. Kultura, znanost i umjetnost. Svezak II: Srednji vijek i renesansa (XIII-XVI stoljeće), Zagreb, 2000., 3-82., 403-493., 739-822.



Hrvatska i Europa. Kultura, znanost i umjetnost. Svezak III: Barok i prosvjetiteljstvo (XVII-XVIII stoljeće), Zagreb, 2003., 3-244., 301-326., 379-430.

Croatian Cultural and Political History of the 18th and 19th Centuries

37448



Lecturer in Charge



Izv. prof. dr. sc.
Darko Vitek

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

Teaching assistant
Izv. prof. dr. sc. Darko Vitek

Course Description

The aim of the course is to inform students with the basic information and historical processes that that occurred in Croatia during the 18th and 19 century, introduce them to the basic problem of studying the Croatian cultural and political history, and to prepare them for independent judgment about people, events and processes Croatian cultural and political history of the 18th and 19 century.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 3rd semester, 2nd year)
- » Croatian Studies (Study) (required course, 3rd semester, 2nd year)

Learning Outcomes

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

1. Define the basic problems of the Croatian cultural and political history of the 18th and 19 century,
2. Explain the causality in the this period,
3. Interpret historical processes in the 18th and 19 century,
4. Distinguish the specifics of cultural and political history of the 18th and 19th century,
5. Compare historical processes in Croatia with European historical processes,
6. Recognize the important political, social and cultural events during the 18th and 19th century.

General Competencies

1. Define the basic problems of interpretation of Early Modern sources
2. Identify the most important types and collections of sources
3. Explain the cause-and-effect relationships in the interpretation of sources
4. Assess historical processes during the period based on sources
5. Differentiate level of interpretation of the level of historical events in modern history

Grading

Activity, written exam and essay.

Week by Week Schedule

1. Introduction, periodization, overview of literature.
2. Political area, institutions and demographics of the Croatian in 18th and 19th century.
3. War and its effects on cultural and political history.
4. Baroque and its impact on cultural activities in Croatia.
5. Absolutism, modernization and democratization of society.
6. Habsburgs and Croatia: basic overview of the rule.
7. Military Frontier in 18th and 19th century.
8. Enlightenment and Enlightenment reform.
9. The Republic of Dubrovnik in 18th and 19th century.
10. Dalmatia under Venetian rule.
11. Istria in 18th and 19th century.
12. Croatian literature and its political and social conditioning.
13. Croatian nobility in the context of modernization.
14. Social differentiation during the 18th and 19th century.
15. Church in 18th and 19th century.

Literature



ur. Mirko Valentić, Lovorka Čoralić (2005). *Povijest Hrvata, Od kraja 15. stoljeća do kraja Prvoga svjetskog rata*, Školska knjiga, Zagreb

Croatian Cultural and Political History of the Middle Ages

37431



Lecturer in Charge



Doc. dr. sc.
Ante Birin

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

Teaching assistant
Doc. dr. sc. Ante Birin

Course Description

Course objectives is to bring closer to the students the Croatian medieval history and point out to them how the events and processes are intertwined on the Croatian and European level, in the political, social and cultural sense. The history of Croats in the Middle Ages was marked, after their arrival, by the creation of their own state, which has experienced ups and downs depending on the internal and external political factors. Uniting with the Kingdom of Hungary in a personal union (upon the arrival of the Arpad dynasty on Croatian throne) and the increasingly powerful Venetian presence on the eastern coast marked the history of Croatia during the period of the High Middle Ages, at the end of which, as a result of the Ottoman conquest, Croatia will be reduced to remnants of the remains. The underlying aim of the course therefore is to introduce to the students how these processes affected the medieval political, social and cultural development of the Croatian lands.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Croatian Studies (Study) (required course, 1st semester, 1st year)

Learning Outcomes

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

1. Describe the socio-political processes that affected the Croatian territory during the Middle Ages.
2. Explain why the Arpad dynasty came to hold the Croatian throne.
3. Analyze how historical circumstances led to the reduction of the Croatia to "the remnants of the remains".
4. Compare the medieval social and cultural development of the Croatian lands in the European context.

General Competencies

The course contributes to the acquisition of knowledge on the Croatian medieval history.

Grading

Student activity shall be monitored throughout classes which will reflect on the final grade. Class attendance is obligatory. Final exam is in written form.

Week by Week Schedule

1. De administrando imperio: imagining the tradition or a credible source for the earliest history of the Croats?
2. Croats and Byzantium
3. Croatia during the reign of Duke Branimir
4. The peak of the early medieval Croatian state
5. Istria in the early Middle Ages
6. The Benedictines in Croatia
7. The old Croatian material culture
8. The Church of Holy Salvation at the source of the Cetina
9. Crusader-Venetian conquest of Zadar in 1202
10. Andrija II, the birth of nobility
11. Ludovik I the Great, the culmination of Croatian medieval period
12. Croatia at the time of the Jagelović dynasty
13. Bosnia and Hum Christians
14. Triliterate and trilingual Croatian medieval literature
15. Test

Literature



F. Šanjek, ur. (2003). Povijest Hrvata (srednji vijek), Školska knjiga,



Neven Budak (1994). Prva stoljeća Hrvatske, Hrvatska sveučilišna naklada,

Croatian Dialectology

85284

Lecturer in Charge



Izv. prof. dr. sc.
Sanja Vulić

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

Prerequisites
Croatian Phonology and Morphology

Course Description

Introduction to the Croatian dialect groups, dialects and subdialects. Recognizing the relationship between individual systems.

Course Type

» Croatian Studies (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Identify compact and isolated areas of individual Croatian dialect groups and dialects.
2. Explain the basic differences between certain dialect groups and dialects.
3. Demonstrate the basic differences between the archaic Shtokavian and Neo-Shtokavian
4. Present and independently perform basic dialectal analysis of Chakavian speech.
5. Present and independently perform basic dialectal analysis of archaic Shtokavian speech.
6. Present and independently perform basic dialectal analysis of Neo-Shtokavian speech
7. Present and independently perform basic dialectal analysis of Kaikavian speech.
8. Present and independently recognize foreign influences in individual speeches.

General Competencies

After completing the course, the students shall be able to independently analyze examples of various local dialect groups, dialects and subdialects, which shall contribute to their cognitive abilities and better understanding of Croatian dialects and relations between the dialects, in addition to a better understanding of the relationship between dialectology and sociolinguistics.

Grading

The evaluation takes into consideration lecture attendance, lecture effort, knowledge demonstrated in continuous assessment tests, participation and activity in field work, knowledge demonstrated in the exam

Week by Week Schedule

1. Relationship between dialectology and sociolinguistics
2. Basic dialectology terminology: the difference between concrete and abstract systems, the relationship between local speech - speech groups - subdialect - dialect-dialect group
3. Distribution of individual dialect groups and dialects in the past and present
4. Basic features of the Chakavian dialect group
5. Relationship between the northwest and southeast Chakavian dialect
6. Dialects of the Chakavian dialect group
7. Chakavian Ikavian-Ekavian dialect
8. The basic characteristics of the Croatian Shtokavian dialects: the relationship between the archaic Shtokavian and Neo-Shtokavian
9. Croatian archaic Shtokavian dialects
10. Subdialects of the Slavonic dialect
11. Neo-Shtokavian Croatian dialects
12. Basic features of the Kaikavian dialect group
13. Dialects of the Kaikavian dialect group
14. Permeation between dialect groups
15. Dialectal literature

Literature



Ivšić, S. (1996). Jezik Hrvata kajkavaca, Zaprešić: Matica hrvatska Zaprešić



Lisac, J. (2009). Hrvatska dijalektologija 2. Čakavsko narječje, Golden marketing - Tehnička knjiga



Lukežić, I. (2012). Zajednička povijest hrvatskih narječja. 1. Fonologija, Zagreb - Rijeka: Hrvatska sveučilišna naklada - Filozofski fakultet u Rijeci - Katedra Čakavskoga sabora Grobinščine

Croatian Ethnology

37458



Lecturer in Charge



Prof. dr. sc.
Jadranka Grbić

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant
Marinko Vuković, dr. sc.

Course Description

To introduce students to the beginnings of the development of anthropological and ethnological sciences in Croatia, and introduce them to the modern scientific and professional ethnological and anthropological developments in Croatia. Acknowledges the fact that the study of traditional culture (in an earlier stage of Croatian ethnology) and the intertwining of traditional with contemporary culture and patterns of everyday life (in the latest phase of Croatian ethnology and cultural anthropology), ethnological science analyzed and interpreted the Croatian ethnic and cultural identity in European context.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (required course, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Define Ethnology and Anthropology, as well as the general science of culture of the people.
2. Explain the definitions and concepts of ethnology and cultural anthropology.
3. Analyze the contents of cultural elements and phenomena in terms of ethnology and anthropology.
4. Analyze traditional Croatian cultural and contemporary Croatian culture.

5. List specify core competencies: critical classification, analysis and evaluation of Croatian identity ethnological and anthropological approach.
6. Analyze and interpret the Croatian ethnic and cultural identity in the European context.

General Competencies

After the course Croatian culture, students will be able to: Explain the importance of Croatian ethnology and anthropology of national identity in the European and global context. Will explain the terminology and conceptual differences in the Croatian ethnology and anthropology, which will contribute to cognitive thinking tradition and understanding of contemporary global culture and national culture and identity within it.

Grading

Attendance, reading assignments, participating in discussion with the professor and their colleagues (20% of the final grade), essay (20% of the final grade), written exam (60% of the final grade).

Week by Week Schedule

1. Introductory lecture
2. Terminology ethnology
3. Theories of ethnology and anthropology
4. Stages of development of ethnological thought throughout history
5. The beginnings of Croatian ethnological science
6. Development of ethnological thought in Croatia
7. Antun Radic
8. 1st colloquium
9. Milovan Gavazzi, Branimir Bratanić
10. Theoretical and methodological developments in the 20th Century
11. Croatian non-European researchers
12. Croatian diaspora and immigration
13. Old, newer and new Croatian diaspora
14. 2nd colloquium
15. Final conclusions

Literature



Belaj, Vitomir. (1989).
Plaidoyer za etnologiju kao
historijsku znanost o
etničkim skupinama. *Studia
Ethnologica* I, str. 9-13.



Belaj, Vitomir. (1998).
Povijest etnološke misli u
Hrvata, u: *Etnografija,
svagdan i blagdan
hrvatskoga puka*. str. 337-
357.



Birket-Smith Kaj. (1960).
Putovi kulture. str. 331-
370., Nakladni zavod
Matice hrvatske



Čapo Žmegač, Jasna. (1998).
Osnovni pojmovi i
polazišta, u: *Etnografija.
Svagdan i blagdan
hrvatskoga puka*. Zagreb:
Matica hrvatska, str. 15-22.,
Matica hrvatska



Čapo, Jasna. (1991).
Hrvatska etnologija,
znanost o narodu ili o
kulturi. str. 7-15., *Studia
Ethnologica* 3

Croatian Folk Literature

45833

Lecturer in Charge



Prof. dr. sc.
Ljiljana Marks

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

Teaching assistant
Prof. dr. sc. Ljiljana Marks

Course Description

The aim of the course is to introduce to the students the variety of genres in the Croatian oral literature, its longevity and the extent to which it is intertwined with written literature from its beginnings to the present, the connection with customs (life and annual cycles) and the immersion in the everyday life. Theoretical, methodological, stylistic, mythological, cultural, anthropological, historical and genre aspects of oral literature will be analyzed in selected texts.

Course Type

- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (required course, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Analyze the facts;
2. Analyse and independently solve tasks (text, audio and video record interpretation);
3. Recognize oral literary genres and their interpretation;
4. Apply research methods in other areas of humanities as well;
5. Analyse theoretical texts.

General Competencies

Analyze and synthesize facts and theoretical knowledge on the research area subject matter; the possibility of establishing links with other knowledge in Croatology (literary, linguistic, historical, ethnological, anthropological).

Grading

Preliminary exams; student presentations on assigned topics; joint commentary (in seminars) on required theoretical literature

Week by Week Schedule

1. Establishing the oral literary corpus
2. Basic theoretical approaches to oral literature
3. Oral lyric poetry in the customs of life and annual cycles
4. Oral lyric poetry in research and the history of Croatian literature
5. Ballads, romance and bugarštica
6. Oral epic poems: style, performance, research
7. Large systematic research in the 19th century and the foundational collections of oral literature (ONŽO and MH)
8. Course subject matter revision; preliminary exam
9. Ethnotheatology between performance and recording
10. Fundamental features of prose genres
11. Fairy tale
12. Oral tradition
13. Interpretation of selected prose texts from various Croatian regions and periods
14. Everyday retelling, autobiographies, memoirs
15. Summary of the whole course, shared conclusions, the debate about the limits of research

Literature



Bošković-Stulli, Maja (2013). "Usmena književnost". U Povijest hrvatske književnosti u sedam knjiga 1, Zagreb: Školska knjiga



Bošković-Stulli, Maja (1983). Usmena književnost nekad i danas. (O pojmovima suvremena i pučka književnost i njihovim nazivima, 5-114.; Bajka 115-13.3; Poslovice u zagrebačkom Vjesniku 250-316.), Prosveta, Beograd



Bošković-Stulli, Maja (1997). Edicija Stoljeća hrvatske književnosti, Usmene pripovijetke i predaje, MH, Zagreb



Marks, Ljiljana (1994). Vekivečni Zagreb. Zagrebačke priče i predaje, AGM, Zagreb



Marks, Ljiljana (1998). Hrvatske narodne pripovijetke, "Riječ", Vinkovci

Croatian Glagoliticism

45841



Lecturer in Charge



Prof. dr. sc.
Alojz Jembrih

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
30
15

Teaching assistant
Prof. dr. sc. Alojz Jembrih

Prerequisites
Croatian Literature of the
Middle Ages

Course Description

Introduce the students to the beginnings of Slavic literacy. Show the origin of Glagolitic and Cyrillic script. Introduce the students to the theories about the origin of the Glagolitic alphabet. Show the importance and role of the Glagolitic script in Croatian culture, literature and language. Introduce the students to palaeographic features of the Glagolitic alphabet. Demonstrate to the students the characteristics of Croatian redaction of the Church Slavonic language. Introduce the students to the importance of trilateracy in Croatian culture and literature.

Course Type

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

Learning Outcomes

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

1. Explain and understand the meaning and importance of the Cyril and Methodius' Moravian (Slavic) mission in the ninth century.
2. Recognize paleographic features of Glagolitic monuments in the 10th and 11th century.
3. Identify linguistic features in the Croatian Glagolitic monuments in the 11th and 12th centuries
4. Identify linguistic features of non-liturgical and liturgical Glagolitic texts.
5. Recognize the Glagolitic printing production of the printing houses of Senj, Rijeka and Urach (15th and 16th centuries).
6. Demonstrate the value of Glagolitic script in the service of the reformation (16th century).
7. Identify transliteration and distinguish it from transcription.

General Competencies

Understand the meaning and the position of the activity of the Slavic educators Cyril and Methodius in the ninth century, explain and understand the meaning and importance of the Cyril and Methodius' Moravian (Slavic) mission in the 9th century and the development of its tradition in the Croatian cultural space.

Grading

At the beginning of the semester incoming students' competences will be tested and the students will be given instructions in regard to the possible lack of previous learning in terms of the course in question. The exam and seminar paper for the course. At the end of the semester, the course and the course teacher shall be evaluated. This data shall be used by the teachers for the purpose of self-evaluation and possible restructuring of the classes, methods of work and student evaluation. The exam and seminar paper for the course.

Week by Week Schedule

1. The history of the Cyril and Methodius' Moravian mission in the context of Slavic literacy and literature
2. Genesis of Slavic Glagolitic and Cyrillic alphabets
3. Theories about the origin of the Glagolitic alphabet
4. Cyril and Methodius' Glagolitic tradition and the oldest monuments from the 10th until the 12th centuries
5. Paleographic characteristics of the Croatian Glagolitic monuments from the 10th until 12th century
6. The oldest Croatian Glagolitic lapidary monuments
7. Croatian redaction of the Church Slavonic language in the Croatian Glagolitic monuments
8. Manuscript liturgical and non-liturgical Glagolitic works
9. Croatian Glagolitic incunabula and conundrums surrounding it
10. Glagolitic script in the service of the reformation in the 16th century
11. Monastic orders as promoters and guardians of the Glagolitic script in Croatia
12. Glagolitic script in the service of the Roman Congregation for the doctrine and dissemination of faith in the 17th and 18th centuries
13. Return of the Croatian Church Slavonic redaction into the liturgy and the fate of the Glagolitic alphabet in the 19th century
14. History of Old Slavic Academy in Krk and the Old Church Slavonic Institute in Zagreb
15. Prominent scholars of the Croatian Glagolitic alphabet

Literature



Vjekoslav Štefanić (1963). Tisuću i sto godina od moravske misije. U: Slovo (13), Staroslavenski institut, Zagrebu



Josip Bratulić, preveo i protumačio (1985). Žitija Konstantina Ćirila i Metodija i druga vrela, Kršćanska sadašnjost, Zagreb



Vuković, J. (1971). Glagoljica. Jedanaest stoljeća jedne velike tradicije. U: Slovo (21), Staroslavenski institut, Zagreb



Josip Hamm (1951). Datiranje glagoljskih tekstova. U: Radovi Staroslavenskoga instituta u Zagrebu, br. 1, Staroslavenski institut, Zagreb

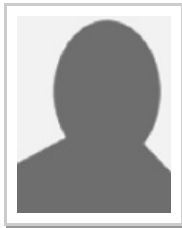


Thorvi Eckardt (1955). Napomene o grafičkoj strukturi glagoljice. U: Radovi Staroslavenskoga instituta Zagreb, br. 2, Staroslavenski institut, Zagreb

Croatian History (16th-18th Centuries)

38056

Lecturer in Charge



Izv. prof. dr. sc.
Darko Vitek

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

Course Description

The aim of the course is to familiarize students with the basic information and historical processes that occurred in the area of Croatia from 16th to 18th century, introduce them to the basic problems of the study of modern Croatian history, and prepare them for independent judgment about people, events and processes of Croatian history between the 16th and 18th centuries.

Course Type

- » History (Dual-major studies Study) (required course, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (required course, 3rd semester, 2nd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Define the basic problems of Croatian history between the 16th and 18th century,
2. Name the most important data and persons from Croatian history between the 16th and 18th century,
3. Explain the cause-and-effect relationships in the period,
4. Analyze the historical processes of Croatian history during the period,
5. Describe the course of historical events between 16th and 18th century,
6. Distinguish the level of interpretation from the level of historical events in Croatian modern history,
7. Compare the historical events of the modern Croatian history with those from other periods of Croatian history

8. Compare historical processes and the course of historical events of modern Croatian history with regard to the different social and political environment (the Ottoman Empire, the Habsburg Empire, the Venetian Republic, the Republic of Dubrovnik).

General Competencies

After finishing the programme student will be able to:

1. summarize basic information of the Croatian history,
2. identify the most important persons and institutions in the Croatian and the World history,
3. explain cause and effect relations of historical events and processes,
4. design his/her own conclusion on different historical events and processes,
5. write an essay on different historical period.

Grading

The activity of each student will be monitored, which will be reflected in the overall score. Classes is required to attend. Written exam, with the possibility for oral.

Week by Week Schedule

1. Introduction: The analysis of the problem of periodization of Croatian history with regard to the broader context, highlighting specific historical processes between 16th and 18th century due to the former and the latter period, the display of spatial framework of modern Croatian history, a basic outline of the topics that will be covered for the duration of the course, the analysis of mandatory and additional resources, discussion;
2. Space, institutions, demography and economy of Croatian historical territory in the new century, the administrative organization of territory, Croatian institutions of statehood, demographics of the Croatia, population migration, economic processes in the new century, the debate;
3. Period of wars: observe the Croatian history from 16th to 18th century in the context of the wars of the Habsburg Empire and the Venetian Republic with the Ottoman Empire, analysis of Early Modern wars and other conflicts and their consequences on Croatian history, the debate;
4. The establishment of Ottoman administration arrival - of the Ottomans and the initial organization of their ruling Croatian area, the establishment of classical institutions in the Croatian, analysis of different interpretations that are associated with the establishment of the Ottoman government, the debate;
5. Social processes in the areas under the administration of the Ottoman particularities of social life in the areas under Ottoman rule, the demographic, economic and political characteristics, problems of Islamization of the population, the course of historical events in areas under Ottoman rule, the debate;
6. Habsburgs and Croatia - basic overview of the rule, the Habsburgs as the Croatian kings, political institutions in the Croatian region, Croatian-Hungarian relations in the framework of the Habsburg policy, Habsburg policy with regard to the political circumstances, the debate;
7. Military Frontier - Military Border term, the issue of its inception, the social processes in the area of the Military Border, Military Krajina transformation and reform process during the Early Modern period, the question of the importance of the Military Border from different social perspectives, effective policing in a broader, European context, the debate;

8. Vlachs - problems of historical interpretation of the term Vlach, Vlach coming to this area, the analysis of their legal status in the area of the Ottoman Empire, settling Vlach on areas under the administration of the Habsburg Empire, Vlachs and the Venetian Republic, the comparison of the position and social significance of Blaise due to the presence of various state entities debate;
9. Dubrovnik Republic - show the flow of historical events in the territory of the Republic of Dubrovnik, analysis of government institutions in the Republic of Dubrovnik and their relationship to the Ottoman Empire, the Republic of Dubrovnik and the Habsburg Monarchy, the relationship with the Venetian Republic, the social specificity of Dubrovnik's history, the debate;
10. Dalmatia under Venetian rule - show the flow of historical events, the analysis of Venetian institutions Venetian administration in Dalmatia, Dalmatia between the Venetian Republic and the Ottoman Empire, relationship to the Habsburg Monarchy, social processes in Dalmatia. debate;
11. Istria in the New Ages - course of historical events in Istria, Venetian and Habsburg Istria, organization of Venetian rule in Istria, Istria issues of colonization, the effects of the epidemic on the demographic and economic picture of Istria, the debate;
12. Uskoks - analysis of the notion of corruption office action Uskoks due to historical circumstances, Uskoks wars and their consequences, relocation Uskoka and their further destiny, analysis historiographical interpretations of the fugitives and their importance, the debate;
13. Croatian nobility - Croatian nobility in the context of the Austro-Turkish conflict, analysis of migration processes and the transformation of the Croatian nobility, Zrinski and Frankopan conspiracy, its interpretation and its historical significance, the new Croatian nobility in the 18th century, the analysis of the problems of interpretation Croatian nobility from a national perspective, the debate;
14. Social differentiation and peasant unrest - analysis of the social and legal status of peasants, farmers position with regard to the war, economic relations in the countryside, peasant unrest and its impacts, analysis of historiographical interpretations of peasant unrest, the debate;
15. Church in the early modern period - the Catholic Church, its institutions and organizations, social status of the clergy, the Reformation and Counter-Reformation, Protestantism in Croatian territory, the Orthodox Church and its institutions, issues of the Uniate Church, the debate.

Literature



Mirko (ur.) Valentić,
Lovorka (ur.) Čoralić (2005).
Povijest Hrvata, Od kraja
15. stoljeća do kraja Prvoga
svjetskog rata, Školska
knjiga, Zagreb



N. Budak (2007). Hrvatska i
Slavonija u ranome novom
vijeku, LEYKAM
INTERNATIONAL D.O.O.,
ZAGREB



J. Vrandečić, M. Bertoša
(2007). Dalmacija,
Dubrovnik i Istra u ranome
novom vijeku, LEYKAM
INTERNATIONAL D.O.O.,
ZAGREB



Ž. Holjevac, N. Moačanin
(2007). Hrvatsko-slavonska
vojna krajina i Hrvati pod
vlašću Osmanskog carstva u
ranome novom vijeku,
LEYKAM
INTERNATIONAL D.O.O.,
ZAGREB

Croatian History (7-16 centuries)

38053



Lecturer in Charge



Doc. dr. sc.
Tomislav Popić

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

Course Description

The aim of this course is to provide students with basic knowledge of Croatian medieval history taking into account a variety of political, social, institutional, economic and cultural processes that determined the development of medieval Croatian society. Also, students will become familiar with the development of Croatian medieval historiography and the main problems of contemporary medievalists.

Course Type

- » History (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (required course, 2nd semester, 1st year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Define main problems of Croatian medieval history
2. Describe the development of Croatian historiography
3. Explain the course of historical development from 7th to 16th century
4. Differentiate between different types of sources for Croatian medieval history
5. Compare medieval social processes with those from the other periods of Croatian history
6. Analyze Croatian social processes with European processes

General Competencies

After successfully graduating student will be able to:

1. summarize basic information of the Croatian and the World history
2. identify the most important persons and institutions in the Croatian and the World history
3. describe historical processes
4. compare historical processes of different periods
5. distinguish between important and non-important facts within historiographic interpretation

Grading

Written exam 40%, oral exam 60%.

Week by Week Schedule

1. Introduction - student obligations, literature, exams.
2. Croatian medievalism - from tradition to modernity.
3. Migrations and christianization of Croats, the creation of the first dukedom, characteristics of patrimonial rule, territorialization of power in the 9th century.
4. Croatia in the 9th century - fading of Frankish supremacy, first clashes with Venice, church relations.
5. Croatia in the 10th century - Croatian kingdom, church synods, continued conflicts with Venice, position of Dalmatian cities.
6. Croatia in the 11th century - church reforms, zenith of early middle ages, kings Petar Krešimir IV and Zvonimir.
7. Croatia in the 12th and 13th century - Arpads on Croatian throne, rise of aristocratic families.
8. Croatia in the 14th century - Angevins and characteristics of their rule.
9. Croatia in the 15th century - Sigismund, Habsburgs, Corvin and Jagels.
10. Social relations in medieval Croatia - peasantry, nobility.
11. Medieval cities - communes, free royal cities.
12. Economy - economic systems in medieval Croatia, trade.
13. Church history - dioceses, monastic orders, monasteries.
14. Spiritual horizon of medieval Croatia - pre-romanesque and romanesque art, gothic art, books and literature.
15. Recapitulation.

Literature



N. Budak, T. Raukar,
Hrvatska povijest srednjeg
vijeka, Zagreb 2006.



I. Beuc, Povijest institucija
državne vlasti kraljevina
Hrvatske, Dalmacije i
Slavonije, Zagreb 1985.

Croatian History in the 19th Century

38059



Lecturer in Charge



Prof. dr. sc.
Stjepan Matković

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

Course Description

Course objectives are to introduce students to various aspects of political, economic and social history of the 19th century. Students will acquire knowledge about the creation of a modern national idea, parliamentarism, party pluralism and the transformation of society that occurred within the multinational Habsburg Monarchy and the environment as well.

Course Type

- » History (Dual-major studies Study) (required course, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (required course, 4th semester, 2nd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Show the most important historiographical embodiment of the present period,
2. Show the reasons for the establishment of the Illyrian Provinces,
3. Analyze statehood ideology that shaped the period in question,
4. Describe the basic elements underlying the Croatian national revival - Illyrian movement,
5. Compare these events with Spring of the Nations in 1848,
6. Define the terms: neo-absolutism, restoration of parliamentarism, Compromise, the impact of the Eastern Question, forms of modernization, religious components in Croatian society.

General Competencies

After finishing the programme student will be able to:

1. summarize basic information of the Croatian and the World history
2. identify the most important persons and institutions in the Croatian and the World history
3. describe historical processes
4. identify major issues in interpretation of history
5. explain cause and effect relations of historical events and processes

Grading

Activity of students will be monitored throughout the semester. Classes is required to attend. Exam is written and oral.

Week by Week Schedule

1. Introduction to the subject and commenting on the literature
2. The situation in Croatia in the 18th century, economic recovery, rule of Maria Theresa
3. The internal state of the Croatian kingdom, the rule of Joseph II, culture and science
4. Croatia at the time of the Napoleonic Wars
5. Austrian authorities
6. The first period of the Croatian National Revival
7. Ban Josip Jelačić
8. The modern era in Croatia
9. Restoration of the constitutional status
10. Political struggles and their holders
11. Croatian-Hungarian Compromise
12. Ban Ivan Mažuranić
13. Repeal of Croatian-Slavonian military border
14. Croatia during Kluken Héderváry
15. Political movements and parties in Croatia from 1903 to 1905

Literature



Mirko (ur.) Valentić,
Lovorka (ur.) Čoralić (2005).
Povijest Hrvata. Druga
knjiga, str. 343-651.,
Školska knjiga, Zagreb



(1988). Hrvatski narodni
preporod-Ilirski pokret,
Školska knjiga, Zagreb



Jaroslav Šidak (1973).
Studije iz hrvatske povijesti
XIX. stoljeća, Sveučilište u
Zagrebu, Zagreb



Tomislav Markus (2000).
Hrvatski politički pokret
1848.-.1849., Hrvatski
institut za povijest, Zagreb

Croatian History – Selected Topics 1918-1928

93952



Lecturer in Charge



Prof. dr. sc.
Zdravko Dizdar

ECTS Credits	4.0
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English Level	L1
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E-learning Level	L1
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Study Hours	30
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Teaching assistant	Stipica Grgić
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Course Description

Main objective of this course is to acquire knowledge and skills necessary for understanding the period 1918-1928 in Croatian history. Students will, upon completion of the course, be able to understand the basic problems related to the processes of Yugoslav unity and the beginning of the coexistence in the Kingdom of Serbs, Croats and Slovenes. While attending the course, students are encouraged to articulate their own attitudes, improve critical thinking regarding given issues.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 5th semester, 3rd year)
- » History (Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Study) (elective courses / working groups, 5th semester, 3rd year)

Learning Outcomes

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

1. Identify some important documents that define this period.
2. Describe the importance of each source for certain historical events.
3. Interpret important events that took place in that period.
4. Argue about basic problems in the political, social and economic field in the mentioned period.
5. Analyze the level of treatment of certain processes through a variety of textbooks and other publications that have appeared in the said period.
6. Relate to the wider picture different aspects of everyday life in the stated period.

General Competencies

After finishing the programme student will be able to:

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

Grading

Students will be monitored throughout the semester. Class attendance is mandatory. The final exam will be in the form of an oral examination.

Arrivals and commitment - 10% of the total grade.

Final exam - 90% of the total grade.

Week by Week Schedule

1. An introductory lecture. Introducing the students to the objectives and contents of the course and their responsibilities.
2. The First World War as the beginning of the end of the old system. What this war meant for Slavic parts of the Austro-Hungarian Empire and what for Serbia and Montenegro? Yugoslavism as an idea before achieving unified South Slavic state.
3. The formation and initial operations of the Yugoslav Committee. Turbulent 1917 and 1918: Russian Revolutions and the entering of the USA into the war and Yugoslav unification.
4. End of 1918: Allied military victory. State of SCS - temporary or permanent solution? How did the unification of the Kingdom of SCS take place?
5. Living together in the Kingdom of SCS. Provisorium and constitutional issue till 1921.
6. The Kingdom of SCS and its foreign affairs. Versailles peace system and its impact on the life of the Kingdom of SCS. Relations with Italy and neighboring countries. Location of Rijeka.
7. Field work - visiting museums in Zagreb, depending on the utility of the permanent display or current exhibitions (Hrvatski povijesni muzej, Klovićevi dvori, Atelje Meštrović, Krležin Gvozd, Stan Viktora Kovačića, itd.).
8. Stjepan Radic: Searching for Croatia in the Kingdom of SCS. Croatian Peasant Party from its founding to the massification.
9. Other political parties in the Kingdom of Serbs and their ideas to 1928.
10. Rulers, parliamentary and party work at the beginning of the Kingdom of SCS. The first governments of the Kingdom of SCS. Unitarianism and centralism.
11. The economy of the Kingdom of SCS. Why did the replacement of banknotes, branding of cattle and the abolition of the provincial administration in Croatia provoke resistance?
12. C(R)PP from dissolution to participation in government. Disappointment of Stjepan Radić and Svetozar Pribičević and the formation of the Peasant-Democratic coalition.

13. Verbal and other battles in the National Assembly from 1927 to 1928. Assassination of CPP representatives in 1928.
14. Death and funeral of Stjepan Radić. Unrest in Croatia. Question of amputation or splitting the Kingdom of SCS.
15. Thinking about the usefulness of the course and suggestions for its improvement (brainstorming). Conversation about final oral exam (its scope and format).

Literature



Banac, Ivo (1995).
Nacionalno pitanje u
Jugoslaviji, Durieux, Zagreb



Goldstein, Ivo (2008).
Hrvatska 1918.-2008., Novi
Liber, Zagreb



Tuđman, Franjo (1993).
Hrvatska u monarhističkoj
Jugoslaviji, vol. I, Hrvatska
sveučilišna naklada, Zagreb

Croatian History – Selected Topics 1929-1941

93960



Lecturer in Charge



Prof. dr. sc.
Zdravko Dizdar

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	30
Teaching assistant	Stipica Grgić

Course Description

Main objective of this course is to acquire knowledge and skills necessary for understanding the period 1929-1941 in Croatian history. Students will, upon completion of the course, be able to understand the basic problems related to the building processes of Yugoslav Unitarianism and dictatorial centralism as well as solving national, so-called "Croatian question" in Kingdom of Yugoslavia. While attending the course, students are encouraged to articulate their own attitudes and to improve critical thinking regarding given issues.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 6th semester, 3rd year)
- » History (Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Study) (elective courses / working groups, 6th semester, 3rd year)

Learning Outcomes

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

1. Analyze and articulate the key changes of this period, their causes and consequences.
2. Explain the importance of specific sources for understanding the course of historical events.
3. Compare various important documents that defined this period.
4. Relate to the wider picture different aspects of everyday life in the stated period.
5. Analyze the level of treatment of certain processes through a variety of textbooks and other publications that have appeared in the said period.
6. Define the basic political, social and economic problems of the specified period.

General Competencies

After finishing the programme student will be able to:

1. define historical processes typical for certain historical period;
2. summarize basic information of the Croatian and the World history;
3. identify the most important person and institutions in the Croatian and the World history;
4. compile a list of literature for each historical period;
7. explain cause and effect relations of historical events and processes;
11. write an essay on different historical period;
12. defend his/her own opinion in discussions on different historical events and processes;
13. design his/her own conclusion on different historical events and processes;
14. demonstrate the importance of interdisciplinary interpretations of historical events.

Grading

Students will be monitored throughout the semester. Class attendance is mandatory. The final exam will be in the form of an oral examination.

Arrivals and commitment - 10% of the total grade.

Final exam - 90% of the total grade.

Week by Week Schedule

1. An introductory lecture. Introducing the students to the objectives and contents of the course and their responsibilities.
2. What is dictatorship? How we classify them? How and why came to proclamation of Sixth of January dictatorship in Yugoslavia in 1929?
3. The first years and the main features of Sixth of January dictatorship. Who were the pillars of the dictatorship? Development of the dictatorship from the perspective of its holders. In what way political and social work was limited after 6th of January 1929?
4. Development of dictatorship. Instruments and institutions of repression to the 1934. The formation of the regime Party (Yugoslav People's Party).
5. Administrative reforms and their importance. From the Oblasts to the Banovinas. Commissariats in self-government bodies.
6. The attitude of banned parties politicians to the regime and its actions. The first cracks in a homogeneous system. Attempts to sensitize the foreign public for the existence of dictatorship in Yugoslavia.
7. Field work - visiting museums in Zagreb, depending on the utility of the permanent display or current exhibitions (Hrvatski povijesni muzej, Klovićevi dvori, Atelje Meštrović, Krležin Gvozd, Stan Viktora Kovačića, itd.).
8. Who was Vladko Maček? The views of CPP and Macek, and his incarceration. The murder of King Alexander - a turning point or not?
9. The beginning of the royal regencie. Fifth of May elections, short rise and fall of Bogoljub Jevtić. Arrival of Milan Stojadinović and the beginning of a new the regime Party (Yugoslav Radical Union).
10. Ustashe and the Communists - Extreme opponents of the regime. What are fighting for and what are their methods? Repeated rise of CPP after parliamentary elections of 1935.
11. Events in Europe in 1930s: how did the Great Depression and rise of Nazism in Europe reflected on the Kingdom of Yugoslavia.

12. Prince Paul and Milan Stojadinović: Between sorting conditions in the country and dictatorial tendencies. Initial attempts of the new regime to negotiate with the CPP. Prince Paul and Milan Stojadinović: Between sorting conditions in the country and dictatorial tendencies. Initial attempts to negotiation with the regime led by CPP. Negotiations of CPP with other parties of the United Opposition: the restoration of democratic freedoms and/or Croatian question?
13. Cvetković-Maček Agreement and the creation of the Croatian Banovina: Solution of the Croatian question? Opponents of the agreement.
14. Why in Kingdom of Yugoslavia comes to the strengthening of nationalist and class ideology until 1941? May 27th coup d'état and its consequences.
15. Thinking about the usefulness of the course and suggestions for its improvement (brainstorming). Conversation about final oral exam (its scope and format).

Literature



Goldstein, Ivo (2008).
Hrvatska 1918.-2008., Novi
Liber



Dobrivojević, Ivana (2006).
Državna represija u doba
diktature kralja Aleksandra,
Institut za savremenu
istoriju, Beograd



Boban, Ljubo (1974). Maček
i politika Hrvatske seljačke
stranke 1928.-1941., Liber,
Zagreb

Croatian Identity in the European Context

84454



Lecturer in Charge



Doc. dr. sc.
Marinko Šišak

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

Course Description

The aim of course is to introduce the student with the basic characteristics of Croatian identity in the European context. The aim is to show the problem propaedeutics and formation of the Croatian identity as the essential part of the European cultural sphere.

Course Type

- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (required course, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

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 modalities of identity through the key determinants.
3. Argue different cultural influences to establish identity - synchronic and diachronic.
4. Compare identity characteristics as to their relevance.

General Competencies

Define the fundamental distinguishing characteristics of Croatian national and cultural identity.

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.

Week by Week Schedule

1. The term identity.
2. Personal, human, collective identity. Cultural identity, national identity.
3. The dominant theory of the creation of the nation: perennialism and modernism.
4. Ethnogenesis theories about Croatian nation.
5. The role of myth and legend in the ethnogenesis.
6. Shared history and its role in creating the nation.
7. Language and script as the basic constituents of identity.
8. The role of Latin in Croatian Culture.
9. The Christian roots of the Croatian identity.
10. Mediterranean cultural circle and Croatian identity.
11. Central European influences on the Croatian identity.
12. Eastern-Anatolian influences on Croatian culture.
13. Croatian national revival and defining identity.
14. Culture as a key element of identity.
15. Physical space as an element of identification of the identity.

Literature



Radoslav Katičić (2011).
Pisma pape Ivana X. od 925.
i osnovne koordinate
početaka hrvatske kulture,
Na kroatističkim
raskrižjima, Zagreb, 77-91.



Andro Mohorovičić
Hrvatska - kulturno
povijesni identitet.
Hrvatska Europa, sv. I.
Srednji vijek (isto, 35-52).



Radoslav Katičić (2011).
Glavna obilježja hrvatske
kulture, Na kroatističkim
raskrižjima, 2. izd., Hrvatski
studiji, Zagreb, str. 29-38.



Danilo Pejović (1992).
Otvorenost hrvatske
kulture, Duh i sloboda,
HFD, Zagreb, str. 161-172.



Trpimir Macan (1993).
Povijest hrvatskoga naroda,
Zagreb

Croatian Language in the 19th Century

37888

Lecturer in Charge



Izv. prof. dr. sc.
Mario Grčević

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

Teaching assistant

Izv. prof. dr. sc. Mario
Grčević

Course Description

The aim of the course is to enable students to understand the history of the Croatian language in the 19th century.

Course Type

- » Croatian Studies (Study) (elective courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective courses, 4th semester, 2nd year)
- » Croatian Studies (Study) (elective courses, 6th semester, 3rd year)

Learning Outcomes

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

1. Describe the key guidelines of Croatian linguistic history in the 19 century.
2. Explain the existence of philological schools (in Zagreb, Zadar and Rijeka).
3. Distinguish the principles of standardization in the 19th century (linguistic and orthographic level).
4. Assess the impacts of national language policies (in particular the role of the Viennese authorities) on the Croatian standardization processes.
5. Analyze the socio-political effects on the development of linguistic norm.
6. Show the links between standardization, language planning and language policy.

General Competencies

Learn of the Croatian language history in the 19th century. Spot the relations between standardization, language planning and language policy.

Grading

Class effort (seminar paper and essay) 40%,
Exam 40%,
Class attendance 20%.

Week by Week Schedule

1. Introduction
2. Starting point: end of the 18th century until year 1839
3. Illyrism

4. Zagreb philological school
5. Zadar philological school
6. Rijeka philological school
7. Austrian language policy
8. Hungarian language policy
9. Croatian Vukovci
10. Orthographic norm
11. Grammar books in the 19th century
12. Dictionaries in the 19th century
13. Reading and analyzing texts
14. Reading and analyzing language handbooks from the 19th century
15. Test

Literature



Vince, Zlatko (1990). Putovima hrvatskoga književnog jezika. 2. izd., Zagreb.

Croatian Latin Historiography

38057

Lecturer in Charge



Prof. dr. sc.
Mijo Korade

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

Course Description

Course objectives are to introduce the Croatian historiography in Latin from the Middle Ages to the early 19th century.

Course Type

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

Learning Outcomes

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

1. List domestic and foreign writers and chroniclers of Croatian history,
2. Compare the historical works of Croatian and foreign historians,
3. Demonstrate the development of elderly Croatian historical thought and its impact on recent research in Croatian historiography,
4. Evaluate the most important European historiographical achievements from antiquity to the modern period,
5. Explain the role and credibility of medieval chronicles,
6. Define the concept and importance of the development of scientific historiography in XVII. and XVIII. centuries (I. Lučić, P. R. Vitezović, B. A. Krčelić J. Mikoczy, etc.) for the development of Croatian historiography in general.

General Competencies

After finishing the programme student will be able to:
 compile a list of literature for each historical period,
 identify major issues in interpretation of history,
 tell what is the interpretation of history,
 reconstruct historiographic tools in making conclusions of historical processes and events,
 interpret historical sources,
 appraise the value of historiographic interpretations.

Grading

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

Week by Week Schedule

1. Introductory lecture - concept and objective of the course
2. The ancient historiography, Greek and Roman historical writers
3. Historiography of the Middle Ages and Renaissance
4. Medieval chronicles and writings about Croats
5. Hagiography - concept, development and impact on the Croatian medieval historiography
6. Renaissance Croatian writers continental circle - from Ivan Vitez od Sredne to Stjepan Brodarić
7. Croatian Dalmatian Renaissance writers circle: Vinko Pribojević, Simon Kožičić Benjamin, Nicholas Modrušanin, Toma Negri, Mavro Orbin and others
8. Ludvik Crijević Tubero and comments of his time; Matthias Flacius Illyricus
9. Historians 17th c. Dinko Zavorović, Ivan Tomko Mrnavić, Rafael Levakovic etc.
10. Father of the Croatian historiography Ivan Lucic and his work - originator of critical approach
11. The main representative of the political historiography - Juraj George Rattkay and conspiratorial circle
12. Historians of religious orders, local and church historians
13. Baltazar Adam Krcelic and continental circle, Hungarian historiography
14. Authors of Illyricum sacrum Filippo Riceputi, Daniel Farlati and Jacopo Coleti and their collaborators
15. Joseph Mikoczy, Andrew Blašković Mathias Petrus Katančić and other historians continental Croatian in the second half of the 18th century

Literature



Ferdo Šišić (1935). Hrvatska historiografija od XVI. do XX. stoljeća, sv. 1-4., Jugoslavenski istorijski časopis, I-II, Ljubljana-Zagreb-Beograd



Stjepan Antoljak, (2002). Hrvatska historiografija do 1918., Matica hrvatska, Zagreb



ur. Vedran Gligo, Hrvoje Morović (1977). Legende i kronike, Čakavski sabor, Split



Vedran Gligo (1983). Govori protiv Turaka, Logos, Split



Miroslav Kurelac (1994). Ivan Lučić Lucius, otac hrvatske historiografije, Školska knjiga, Zagreb

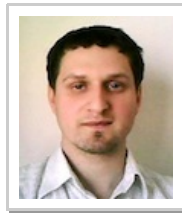
Croatian Latinity

37463

Lecturers in Charge



Prof. dr. sc.
Pavao Knezović



dr. sc.
Marko Jerković

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

Course Description

The aim is to acquaint students with the literature in Latin language and with Croatian medieval opus in Latin.

Course Type

» Croatian Studies (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Collect data about Croatian Latinists and their opus
2. Combine knowledge about various cultural circles (of Buda, Šibenik, Split, Dubrovnik etc) in organised whole
3. Identify quality texts of Latinists and to present them
4. Describe regarding stylistic eras and grasps Croatian literature in Latin language
5. Explain specific eras in literacy and also individual opus of Croatian Latinists
6. Employ knowledge about Croatian Latinity in its presentation

General Competencies

After finishing the programme student will be able to:

Analyze prose and poetry.
 Explain genres in literacy.
 Describe stylistic characteristics.
 Identify main Croatian cultural representatives.
 Define main features of literate heritage.
 Explain objectives in Croatian literature.

Grading

Activities of students will be traced during the whole period of semester - during the classes and by individual consultations. Exam is written and oral. Students are previously required to write an essay. Exam: 20% colloquium; 20% essay; 20% written exam; 40% oral exam

Week by Week Schedule

1. Croatsians' first contacts with Latin language.
2. Genres
3. Liber pontificalis
4. Evangeliarium of Split and other Church books
5. Epigraphy
6. Hagiography: Life of st John of Trogir
7. Medieval Chronicles: an overview
8. Thomas Archdeacon
9. Latinity of late Middle Ages
10. Applied Latinity
11. Basic characteristics of literacy of Humanism and Renaissance
12. Croatian pre-Renaissance Latinists and their opus
13. Buda circle
14. Humanist circles of Šibenik, Split and Trogir
15. Humanist circles of Dubrovnik and Kotor

Literature



Ratimir MARDEŠIĆ,
Novovjekovna latinska
književnost, u: Povijest
svjetske književnosti, knj. 2.,
Liber - Mladost, Zagreb,
1977., 405-480.



Hrvatski latinisti Croatici
auctores qui Latine
scripserunt, (priredili V.
Gortan i V. Vratović), knj. 1.
(PSHK 2), Matica hrvatska -
Zora, Zagreb, 1970.



Hrvatski latinisti Croatici
auctores qui Latine
scripserunt /Pisci 17 19.
stoljeća Auctores saeculi
XVII-XIX, (priredili V.
Gortan i V. Vratović), knj. 2.
(PSHK 3), Matica hrvatska -
Zora, Zagreb, 1970.



Marin FRANIČEVIĆ,
Povijest hrvatske
renesansne književnosti, knj.
1-2., Matica hrvatska 1986.
(sva izdanja)



Radoslav KATIČIĆ, Toma
Arhiđakon i njegovo djelo,
u: Toma Arhiđakon,
Historia Salonitana, Split,
2003., str. 329-431.

Croatian Literary Baroque and the Ages of Enlightenment

52318



Lecturer in Charge



Prof. dr. sc.
Alojz Jembrih

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

Teaching assistant
Anela Mateljak Popić

Course Description

Based on the consideration of the Croatian literary Baroque and Enlightenment, the students will gain analytical and critical understanding of literary phenomena in general. They will become qualified for the reading of Baroque texts in their studies. Furthermore, they will acquire knowledge about the life and works of the Croatian writers of the periods of Baroque and Enlightenment. The students will become familiar with specific Croatian Baroque literary types. They will be encouraged to think critically and to develop the ability to express through writing seminar papers.

Course Type

- » Croatian Studies (Study) (required course, 3rd semester, 2nd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)

Learning Outcomes

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

1. Analyze Croatian literary works of the Baroque period,
2. Recognize baroque literary types in the Croatian baroque literature,
3. Present epic characteristics in the Croatian baroque literature,
4. Reproduce knowledge of the Croatian socio-political situation in the Age of Enlightenment,
5. Present certain Croatian writers and their work from the Baroque period,
6. Recognize the influence of the Catholic revival in the Croatian baroque literature,
7. Identify the characteristics of the Slavonian and Kajkavian in the literary Baroque of Dubrovnik,
8. Analyze and present in a seminar paper most prolific authors of the Croatian literary Baroque and Enlightenment.

General Competencies

Understand the cultural and historical context of the Croatian literary Baroque and Enlightenment of the 17th and 18th century. Interpret the term Baroque in Croatian literature. Recognize Baroque literary types. Identify regional-Croatian literary Baroque features. Be able to use the original primary and secondary literature in the interpretation of literary works of the Croatian literary Baroque.

Grading

Class attendance 10%, seminar paper 30%, written exam 60%.

Week by Week Schedule

1. Introduction: definition of the term Baroque, stylistic features of the literary Baroque
2. Literary types emerging specifically in Baroque
3. The emergence of the term mannerism and its echo in the works of Croatian writers of the Baroque period
4. Baroque as an individual and supra-national phenomenon in the literature
5. Baroque Slavism in Croatian literature
6. Writers of the Dubrovnik literary Baroque
7. Writers of the Slavonic literary Baroque
8. Writers of the Kaikavian literary Baroque
9. Baroque laments in Croatian literature
10. Enlightenment in Slavonian literature
11. Enlightenment in Kaikavian literature
12. Proportion of the members from religious orders in the Croatian literature of the Baroque and Enlightenment periods
13. Reading literary texts by Ivan Gundulić, Ivan Bunić Vučić, Junije Palmotić, Ignjat Đurđević, Antun Kanižlić,
14. Reading literary texts by Petar Zrinski and Katarina Zrinska, Juraj Habdelić, Ivan Belostenec, Juraj Ratkaj
15. Petar Pavao Vitezović and his work

Literature



M. Kombol (1945). *Povjest hrvatske književnosti do narodnog preporoda*, Zagreb



M. Franičević, F. Švelec, R. Bogišić (1974). *Povijest hrvatske književnosti. Od renesanse do prosvjetiteljstva*, knj. 3. Zagreb



Zoran Kravar (1979). *Studije o hrvatskom književnom baroku*



Zoran Kravar (1993). *Nakon godine MDC*, Matica hrvatska



Pavao Pavličić (1979). *Rasprave o hrvatskoj baroknoj književnosti*, Čakavski sabor

Croatian Literature of Modernism

37883

Lecturer in Charge



Prof. dr. sc.
Tihomil Maštrović

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

Teaching assistant
Prof. dr. sc. Tihomil
Maštrović

Course Description

The aim of the course is to acquaint students with modern Croatian literature and other arts (theater, visual arts, music) the period from the end of the XIX. and early twentieth centuries. Students will be trained in recognizing the stylistic multiplicity of characteristic of the modern period and must be able to recognize certain stylistic directions (impressionism, symbolism, neoromantism, expressionism, etc.). Students will be further trained in recognizing the important copyright creative potential in the modern context of recognizing poetic modern pluralism.

Course Type

- » Croatian Studies (Study) (elective courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective courses, 4th semester, 2nd year)
- » Croatian Studies (Study) (elective courses, 6th semester, 3rd year)

Learning Outcomes

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

1. Define the literary period.
2. Distinguish characteristics of Croatian modern literary period.
3. Analyze literary works.
4. Analyze recognized artistic qualities of literary works created in Croatian modern.
5. Analyze stylistic modern pluralism, and the similarity of some poetic conception of art in the same period.
6. Analyze and explore the literary value of the major writers of modern Croatian period.
7. Analyze and compare the major literary themes of Croatian modern.
8. Develop research skills at the seminar work.
9. Compare literary period in 20th century and analyze Croatian modern literary value in the context of Croatian literature of 20th century.
10. Develop reading interests and reading abilities.

General Competencies

After successfully completing this course the student will be able to recognize the literary and aesthetic features stylish modern era Croatian. Students will be trained to recognize the literary and artistic components of Croatian modern stylistic periods as part of the Croatian cultural identity. Students will be able to understand the literary heritage of the Croatian modern period, and will enable the positioning of this heritage in the European context. Students will be able to positively influence the development of reading interests and reading abilities of those with whom they shared their knowledge.

Grading

Students are required to actively participate in all forms of teaching. The teacher monitors and evaluates the activities of students during the teaching process. The student is required to prepare a seminar. Each program assignment participates in the formation of the final grade. Students test their commitment can be achieved by passing the examination in the regular examination period in the written and oral exam.

Week by Week Schedule

1. Introductory lecture. Literature.
2. Croatian modern periodization in the context of Croatian literature. Modernism in major European literatures. Interpenetration of art. The unity of the Croatian literary life.
3. The social and political framework of modern Croatian. Programs and manifestos.
4. Croatian modern movement (1895 to 1903). Old and young. Views and actions of young Croatian intellectuals who go to Prague and in Vienna. New aesthetic ideas.
5. Magazines in Croatian modern period.
6. Stylistic multiplicity - impressionism, symbolism, larpurlartism, futurism, verism.
7. Antun Gustav Matoš, stories, poetry, literary criticism and feulltons.
8. Writers and literary works of modern Croatian poets V. Vidrić, V. Nazor, M. Begović, D. Domjanić, F. Galović.
9. Writers and literary works of modern Croatian, storytellers M. Dežman Ivan M. Cihlar Nehajev D. Šimunović, B. Livadić, J. Ivakić, F. Horvat Kiš, J. Kosor.
10. A contemporary literary magazine and the role of the Croatian writers. Publishing of Matica hrvatska in promoting Croatian literature.
11. The role of literary criticism and essays, and polemics in the era of modern Croatian.
12. Dramatic literature and theater in the age of modern Croatian, I. Vojnović, M. Begović, S. Tucić, M. Cihlar Nehajev, Josip Kosor, M. Ogrizović, F. Galović, J. Polić Kamov.
13. Dramatic literature and theater in the age of modern Croatian: M. Cihlar Nehajev, Josip Kosor, M. Ogrizović, F. Galović, J. Polić Kamov.
14. Writers and literary works of Croatian modern in the European context.
15. New artistic tendencies at the end of the period. Beginnings of Croatian avant-garde directions.

Literature



Miroslav Šicel (1978).
Hrvatska moderna. Povijest
hrvatske književnosti, knj.
5., Zora, Zagreb



Vida Flaker (1977). Časopisi
hrvatskog modernističkog
pokreta, HFD



Miroslav Šicel (1977).
Hrvatska moderna. Kritika i
književna povijest, knj. 71.,
PSHK



Tihomil Maštrović (1990).
Drama i kazalište hrvatske
moderne u Zadru, Nakladni
zavod Matice hrvatske,
Zagreb



Boris Senker (2000).
Hrestomatija novije
hrvatske drame, I. dio
(1895.-1940.), Disput

Croatian Literature of the Middle Ages

45641

Lecturer in Charge



Prof. dr. sc.
Antonija Zaradija
Kiš

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

Teaching assistant

Prof. dr. sc. Antonija Zaradija
Kiš

Course Description

A) This course has the task to introduce students to the foundations of Slavic literacy and culture. Special emphasis shall be placed on the Croatian trilateracy phenomenon that involves the usage of three scripts: Glagolitic, Cyrillic, Latin and trilingual (Latin, Church Slavonic and Croatian Church Slavonic). Students will become more familiar with the origin, purpose and objectives of the Cyril and Methodius' Slavic mission as the life work of the Holy Brothers that is reflected to this day in the Croatian literary and linguistic heritage, and in the general cultural premises of the South Slavic area. The students will be thoroughly familiarized with the Glagolitic and Cyrillic Slavic canonical monuments as the foundation of the development of Slavic literacy and the strong interest in it, especially in the 19th century. This paves the way to addressing the Croatian Glagolitic and Cyrillic matter and the oldest literary creations in this regard. In this sense, the importance of the Benedictines' activity in the Croatian region shall be emphasized as a key propagator of Glagolitic written word. Exceptional attention shall be focused on the Croatian Glagolitic epigraphy and its oldest monuments which shall be analysed with respect to their palaeographic and visual elements. The Baška Tablet will be particularly studied as the oldest surviving complete epigraphic monument. Its textual structure shall be studied, as well as its palaeographic specificity and cultural and historical background of the time of its making.

B) An important part of this course will be to master the scripts: Glagolitic and Cyrillic with an emphasis on the development of graphic characters and thus the issue of the origin of the Glagolitic and Cyrillic scripts and the related theories that arise during the 20th century. Ligatures, shortening of words and getting to know the Croatian numerical system shall receive special attention.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Croatian Studies (Study) (required course, 1st semester, 1st year)

Learning Outcomes

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

1. Recognize and write in Cyrillic and Glagolitic script with the use of ligatures/explain the Croatian cultural specificity: trilateracy and trilingualism;
2. Analyze the situation of the Croatian cultural space in the early Middle Ages in regard to the Western European and Slavic literacy;
3. Distinguish and compare theories about the origin of the Glagolitic/Cyrillic alphabet;
4. Analyze and interpret the importance of the first written monuments for the Slavic and Croatian space / canonical writings;
5. Analyze epigraphic monuments in the context of the earliest Croatian trilateracy and trilingualism (the Plomin Tablet, the Valunska Tablet, the Krk Inscription, the Konavle Fragment, etc.)
6. Recognize the influence of the Benedictines on the Croatian territory in the context of Croatian literacy
7. Recognize the importance of Glagolism in the history of Croatian cultural knowledge
8. Identify and describe literary genres
9. Recognize the importance of philological discovery for the literary history of Croatia
10. Analyze the macro and micro structure of the Baška Tablet

General Competencies

After the first semester of study/learning (Croatian literature of the Middle Ages, 2 classes per week, 12 lessons units/Croatology, undergraduate), the students will be able to do the following:

- clearly perceive the development of the beginnings of Slavic literacy by means of acquired theoretical philological and historical knowledge
- acquire the skill of writing in three scripts (trilateracy) - Latin, Glagolitic, Cyrillic; - competently interpret the historical development of the Croatian language and literature, and then observe it in the wider context of medieval Europe along with well-argued knowledge (activity of Cyril and Methodius, the development of the Glagolitic and Cyrillic script, canonical writings, Old Slavonic language evolution, the formation of redaction, transmission of literary genres;
- describe, analyze and define the beginnings of Slavic and Croatian literacy in medieval European context;
- observe in parallel the development of literacy on the Croatian territory over time (from the 7th century to the year 1396) and space (Istria, Dalmatia) in regard to the European (Byzantium, Italy, France) with well-presented historical and literary factors, applying the recent scientific achievements (supplementary literature);
- summarize the European medieval Literacy (Benedictine heritage - common values) and identify and interpret Croatian specificities such as: Angular Glagolitic script, trilateracy and trilingualism and the activity of Glagolitians in the context of medieval Slavic and Western European written cultural heritage.

Grading

Required three preliminary exams on the scripts as a precondition for attending the literature exam: Glagolitic and Cyrillic script, ligatures. Final exam knowledge assessment: 70 questions (pass mark 60 correct answers). Oral exam possible if the student wishes a better grade.

Week by Week Schedule

1. Timeframe of the Croatian Middle Ages in the context of the Western European Medieval period (upper/lower boundary of the Middle Ages: key events, key people, important dates).
2. Approach to learning the Glagolitic and Cyrillic alphabet once and today. Alphabets, their importance and alphabetical prayer - ways of learning the order of letters. Understanding and mastering the writing of Glagolitic script (rounded and angular) and Cyrillic (with reference to the Greek alphabet) shall be conducted in parallel for two weeks, in 4 classes).
3. Croatian literary beginnings: defining the term of Sklavina, linguistic interference and symbiosis (Latin language as the mother tongue of Croatian literature - the oldest testimonies from the time of Croatian rulers. Emergence of the Old Slavic language, i.e. Methodii doctrina: the first testimonies of the Glagolitic activity).
4. Cyril and Methodius: the lives of Holy Brothers, their education, work in the context of Byzantine politics and culture (mission). The formation of the cult of Sedmočislenik; the cult of St. Clement. The Slavic mission as a lifetime work of the Holy Brothers and its course. Major sources: Greek, Latin, Svaneski. The followers of the Slavic mission, Slavic University in Ohrid / Kliment Ohridski.
5. Glagolitic and Cyrillic script: theories about the origin of the scripts: exogenous, endogenous, exogenous-endogenous. Importance of Jerome theory. Theological approach to the Glagolitic script. Issue of primacy between the Glagolitic and Cyrillic script.
6. The development of the Glagolitic script, types of script (rounded, angular, cursive Glagolitic alphabet), paleography, the emergence of manuscripts, illumination, miniatures.
7. Stages of development of the Glagolitic script: of Thessaloniki, of Moravia, Czech, of Ohrid. Croatian Angular Glagolitic alphabet, basic palaeographic characteristics. Familiarization with ligatures, mastering and applying them.
8. The golden age of Croatian Glagolism: basic notes, liturgical texts, non-liturgical texts (Glagolitic cursive).
9. General Slavic literary language: terminology, periodization of the Old Slavonic language, foundation, upgrade, developmental directions. The place of the Old Slavonic language on the map of the ancient Indo-European languages.
10. Old Slavonic canon and canonical texts: Glagolitic and Cyrillic - the location of the finding, level of research, literature about them. The notions of review and redaction.
11. Chronological periodization of the Croatian medieval literature (triliteracy/trilingualism) from the beginning to the "Golden Age" of Glagolitic literature. The most important manuscript fragments (apostle paragraphs of Gršković and Mihanović in "Bečki listići").
12. Glagolitic medieval literature: the division through three periods. Access to each through historical framework and the most representative manuscripts, ending with incunabula and the Glagolic printing house in Senj.
13. Glagolitic epigraphy: timeframe through eight time points. Introducing the oldest Glagolitic and Cyrillic monuments from the Croatian territory: the Valunska Tablet, the Plomin Tablet, the Krk Inscription, the Senj Tablet, the Senj Relief and Inscription, etc. The definition of letters, recognition of Glagolitic, Cyrillic and Latin letters.
14. The Baska Tablet: fundamental Croatian medieval monument, the starting point of Croatian literacy. Place of origin, place of discovery, place of storage. Historical background of the Baska Tablet, its place in the St. Lucia in Jurandvor. Croatian scientists on the Baska Tablet. Macro and micro analysis, graphic analysis, text reading, text comprehension.

15. Benedictines: the order establishment of order, organization, activity, cultural and literary reflection of Benedictine activities on the Croatian territory, Glagolitians. The importance of the Rule of St. Benedict (Croatian: Regula sv. Benedikta) in the European cultural context, the importance of the Croatian Glagolitic translation of the Rule.

Literature



E. Hercigonja (1994). Tropismena i trojezična kultura hrvatskoga srednjovjekovlja, str. 9-102., Matica hrvatska, Zagreb



S. Damjanović (2003). Staroslavenski glasovi i oblici, str. 9-55., Hrvatska sveučilišna naklada



S. Damjanović (2002). Slovo iskona, str. 9-118., 121-173., Matica hrvatska, Zagreb



R. Katičić (1998). Litterarum studia, str. 129-162., 163-227., 392-422., Matica hrvatska, Zagreb



M. Žagar (1997). Kako je tkan tekst Bašćanske ploče, str. 13-145., Matica hrvatska, Zagreb

Croatian Music in the Context of European Musical Culture

46220



Lecturer in Charge



Prof. dr. sc.
Stanislav Tuksar

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

Course Description

Systematization of knowledge about the major aspects and developments in the Croatian art music and their contextualization in terms of the history of European art music.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (required course, 5th semester, 3rd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Indicate musical styles from the Middle Ages to the 20th century.
2. Identify works of European music across stylistic periods.
3. Identify works of Croatian music across stylistic periods.
4. Identify the determining features of musical culture (composing, playing, perception, material basis, instruments).

General Competencies

Competently navigating the stylistic features of Croatian music in the context of European musical culture.

Grading

Written grade based on the percentage of points obtained in the exam

Week by Week Schedule

1. European musical culture of antiquity (Greece, Rome)
2. European musical culture of the Middle Ages
3. Croatian music of the Middle Ages
4. European musical culture during the Renaissance
5. Croatian Renaissance music
6. European musical culture in the Baroque period
7. Croatian Baroque music
8. European musical culture during the period of Classicism
9. Croatian music during the period of Classicism
10. European musical culture during the period of Romanticism
11. Croatian music during the period of Romanticism
12. European musical culture in the 20th century
13. Croatian music in the 20th century
14. Recapitulation and revision
15. Exam ahead of term

Literature



Stanislav Tuksar (2000).
Kratka povijest europske
glazbe, str. 11-183., Matica
hrvatska, Zagreb



Stanislav Tuksar (2000).
Kratka povijest hrvatske
glazbe, str. 11-149., Matica
Hrvatska

Croatian Mythology

37844



Lecturer in Charge



Prof. dr. sc.
Ljiljana Marks

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant
Prof. dr. sc. Ljiljana Marks

Prerequisites
Physical Education and
Sports I

Course Description

On the texts of mythical and historical Croatian oral traditions and legends the course aims to consider and review their thematic, stylistic, literary and cultural-historical features, demonstrate the feasibility of different approaches to research, point out the longevity and the large number of observed phenomena and the important role they play in the shaping of regional and Croatian identity. Their adaptability to the latest media and genre relevance shall be emphasized as well.

Course Type

- » Croatian Studies (Study) (elective courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective courses, 3rd semester, 2nd year)
- » Croatian Studies (Study) (elective courses, 5th semester, 3rd year)

Learning Outcomes

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

1. Analyze the facts;
2. Analyze the tasks (text and source interpretation);
3. Explain prose oral literary genres;
4. Apply research methods in other areas of the humanities;
5. Explain theoretical texts;
6. Prepare independent field research of traditions.

General Competencies

Analyze and synthesize facts and theoretical knowledge on the research area subject matter; the possibility of establishing links with other knowledge in Croatology (literary, linguistic, historical, ethnological, anthropological); making of independent conclusions about the importance of research in humanities; raising the awareness about intangible heritage and its importance in the national corpus.

Grading

Student presentation on assigned topics; joint commentary (in seminars) on the required theoretical literature; interpretation of sample texts.

Week by Week Schedule

1. Establishing oral tradition as an oral literary genre: dilemmas and problems.
2. Basic theoretical approaches to defining oral tradition: historical schools, contemporary approaches.
3. Analysis of sample theoretical texts.
4. Mythical legends about fairies in Croatian oral and written literature.
5. Mythical legends about anthropomorphic creatures: plague, mora, krsnik, granbancijaš.
6. Oral tradition on witches: historical sources and processes.
7. Oral tradition on witches in Croatian records.
8. Jointly commenting on different sources and methodological approaches and schools.
9. Mythical elements in the oral tradition on the sea and sea creatures.
10. Oral tradition on buried treasure between the historical and mythical.
11. Etiological oral tradition.
12. Historical oral tradition as source of mediated oral history.
13. Historical figures from the Croatian and European history as examples of mythisation.
14. Urban oral tradition, everyday retelling, autobiographies, memoirs.
15. The summary of the whole course, shared conclusions, the debate about the limits and possibilities of research.

Literature



Bošković-Stulli, Maja (1968). Narodna predaja-volkssage kamen spoticanja u podjeli vrsta usmene proze. U: Usmena književnost kao umjetnost riječi



Bošković-Stulli, Maja (1997). Priča i pričanje. Stoljeća hrvatske usmene proze, Matica hrvatska



Marks, Lj. (2010). The Distinct and Autonomous World of the Oral Legend: old and new readings. Narodna umjetnost 47/1, 91-109., Institut za etnologiju i folkloristiku



Marks, Lj. (2002). Nadnaravno žensko. U Zbornik Zagrebačke slavističke škole, Filozofski fakultet, Zagreb



Marks, Ljiljana (1998). Hrvatske narodne pripovijetke, "Riječ", Vinkovci

Croatian Phonology and Morphology

37434



Lecturer in Charge



Izv. prof. dr. sc.
Mario Grčević

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
30
15

Teaching assistants

Izv. prof. dr. sc. Mario
Grčević

Anela Mateljak Popić

Course Description

The course provides the students with the ability to independently define and recognize phonological and morphological facts in the Croatian language and to apply the acquired knowledge in oral and written communication.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Croatian Studies (Study) (required course, 2nd semester, 1st year)

Learning Outcomes

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

1. Describe and delineate the phonological and morphological categories in the Croatian language;
2. Analyze and determine the sound changes;
3. Describe and introduce various theoretical approaches to morphology and phonology;
4. Analyze and spot deviations from the norm, both in writing and speech;
5. Apply the acquired knowledge in oral and written communication.

General Competencies

Adequately define and identify basic concepts in the Croatian phonology and morphology. Apply the knowledge in spotting and avoiding mistakes in written and oral communication.

Grading

Class effort 20%, exam 60% (or two continuous knowledge assessments), class attendance 20%.

Week by Week Schedule

1. Introduction and overview of the course (terms word and lexeme, phoneme, fon, allophone, morpheme, morph, allomorph, morphology, phonology morpho(fo)nology)
2. Phonology in regard to phonetics, Croatian phonological system and the alternation of phonemes, accent

3. Inflectional morphology in regard to derivational morphology, morphological analysis according to word formation, types of morphemes and grammatical endings
4. Types of words and types of changes in variable words
5. Grammatical categories according to the types of words (categories of gender, number and case)
6. Adjectives (definite and indefinite, their declension, comparison and conversion)
7. Verbs - infinite and finite forms, grammatical categories of verbs
8. Simple and complex verb forms, tenses and voices
9. Pronouns and numerals
10. Nouns
11. Six types of verbs and their sub-types
12. Invariable types of words, repetition
13. Phonology and morphology in Croatian language textbooks
14. Exercises in declension, conjugation and phonological and morphological analysis
15. Exam ahead of term

Literature



Stjepko Težak, Stjepan Babić (2009). Gramatika hrvatskoga jezika - priručnik za osnovno jezično obrazovanje, zagreb



Stjepan Babić i dr. (2007). Glasovi i oblici hrvatskoga književnoga jezika



Eugenija Barić i dr. (1995). Hrvatska gramatika, Zagreb



Josip Silić, Ivo Pranjković (2005). Gramatika hrvatskoga jezika, Zagreb

Croatian Regions during the Classical Antiquity

37565



Course Description

The course consists of two parts: 1 the Illyrian tribes in today's Croatia and the Greek colonization of the eastern Adriatic coast 2 Croatian lands in the Roman times The course teaches about the life and culture of the autochthonous Illyrian tribes, the arrival of the Greeks and their colonization of the East Adriatic coast and the consequences of the meeting of the two civilizations. Also, the arrival of the Roman civilization, Romanisation, Roman state administration, emergence of Christianity and first Christian communities in today's Croatian territory are addressed. Through seminars, students should elaborate on individual sites as integral parts of the cultural, historical and archaeological Croatian heritage.

ECTS Credits	3.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

Course Type

- » Latin language (Dual-major studies Study) (elective courses, 2nd semester, 1st year)
- » Latin language (Dual-major studies Study) (elective courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Defining of basic methodological approaches in the understanding of today's Croatian territory in the Antiquity
2. Defining and acquiring insights into Illyrian life and culture
3. Defining and acquiring insights into the essence of the Greek colonization of the Adriatic
4. Defining and understanding of the merging of the autochthonous peoples and colonizers
5. Defining and understanding the Roman insertion into the Illyrian land and its consequences
6. Defining and understanding of the Romanization process, government and the emergence of Christianity
7. Defining and observing traces of the ancient civilization in present day Croatia
8. Defining and evaluating the importance of the archaeological heritage in the context of contemporary society

General Competencies

This course offers the basic knowledge of our land in the Antiquity through: 1) historical and civilization facts 2) archaeological sites both in urban and non-urban centres. Addressed areas are Histria, Illyrc and Pannonia accessed through the most important urban and suburban centres, pagan and Christian religious centres and economy.

Grading

The evaluation of the work consists of results related to class participation, preparation and presentation of seminar work and the oral exam.

Week by Week Schedule

1. Topography of Illyrian tribes in the present day Croatia

2. Life and culture of Illyrian tribes in the Eastern Adriatic. Life and culture of the Illyrian tribes in the Pannonian
3. Greek colonization of the East Adriatic. Colonization through written sources and antique writers.
4. Greek colonies in the East Adriatic coast
5. Cultural heritage of the Greek colonies in present day Croatia
6. Illyrians and Greeks in the Antiquity in present day Croatia
7. Celts on Croatian territory
8. Arrival of the Romans to the present day Croatia; Roman conquest through written sources and writers
9. Roman rule in our lands
10. Roman Emperors of Illyrian origin
11. Roads, settlements and architectural heritage to Byzantine times
12. Early Christian heritage
13. Ancient heritage – Histria
14. Ancient heritage – Dalmatia
15. Ancient heritage – Pannonia

Literature



Zaninović, Marin (1997).
Iliri u antici na hrvatskom
tlu, u: "Hrvatska i Europa",
sv. 1., str. 55., Zagreb



Kuntić-Makvić, B. (1997).
Grčka i rimska starina, u:
"Hrvatska i Europa", sv. 1.,
str. 73., Zagreb



Matijašić, R. (2009).
Hrvatske zemlje u antici do
cara Dioklecijana, Leykam
international, Zagreb



Matijašić, R. (2012). Povijest
hrvatskih zemalja u kasnoj
antici od Dioklecijana do
Justinijana, Leykam
international, Zagreb



Grupa autora (2006).
Stotinu hrvatskih
arheoloških nalazišta,
Leksikografski zavod
Miroslav Krleža

Croatian Syntax

37447

Lecturer in Charge



Izv. prof. dr. sc.
Mario Grčević

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

Teaching assistant

Izv. prof. dr. sc. Mario
Grčević

Prerequisites

Croatian Phonology and
Morphology

Course Description

Gaining knowledge about the Croatian language syntax, understanding syntactic standards, the application of this knowledge in creation of texts, identifying syntactic errors in public communication

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 3rd semester, 2nd year)
- » Croatian Studies (Study) (required course, 3rd semester, 2nd year)

Learning Outcomes

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

1. Define and understand appropriately syntactic categories of the Croatian language;
2. Identify syntactic units in text
3. Explain and get to know various theoretical approaches of syntax
4. Analyze and perceive syntactic deviations from the norm, both in writing and speech;
5. Apply the acquired knowledge of syntax

General Competencies

Appropriately define basic concepts of Croatian syntax. Apply knowledge of syntax acknowledging and avoiding mistakes in written and oral communication.

Grading

Activity in class 10%
Student paper 20%
Exam and colloquium 60%
Attendance 10%

Week by Week Schedule

1. Syntax in Croatian grammars
2. Methods of syntactic description
3. Syntactic units

4. Delineation between syntactic units and terminological and phraseological ones
5. From words to sentences
6. Sentence and statement
7. Information, content and grammatical structure of sentences
8. Syntax categories
9. Simple sentences
10. A complex sentence
11. Word order
12. Agreement - concord
13. From a sentence to a text
14. Punctuation
15. Syntactical errors in contact between Croatian and other languages

Literature



Stjepko Težak, Stjepan Babić (2009). Gramatika hrvatskoga jezika priručnik za osnovno jezično obrazovanje, Zagreb



Eugenija Barić i dr. (1995). Hrvatska gramatika, Zagreb (i novija izdanja)



Katičić, Radoslav (2002). Sintaksa hrvatskoga književnog jezika, Zagreb



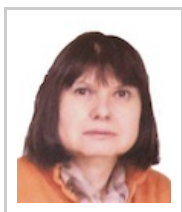
Josip Silić, Ivo Pranjković (2005). Gramatika hrvatskoga jezika, Zagreb

Croatian Visual Arts

37464



Lecturer in Charge



Prof. dr. sc.
Diana Vukičević-
Samaržija

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant

Prof. dr. sc. Diana Vukičević-
Samaržija

Course Description

Course objective is to make possible to appropriate knowledge of artistic periods and to define basic knowledge of Croatian visual art. Objective is to introduce students with terminology and analysis of visual art. Also objective is to analyze particular periods and to make selection of most important works of art and phenomena. Object is also to describe urban structures of historical cities.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (required course, 5th semester, 3rd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Describe periods of art and types of artistic expressions in architecture, sculpture and painting.
2. Define the basic concepts and terminology.
3. Recognize stylistic labels of work of art.
4. Recognize 50 selected most important art works.
5. Analyze an art work – painting, architecture, sculpture.
6. Name our most prominent artists and their work.
7. Analyze and differentiate urban network of projected towns through history.
8. Count Croatian monuments and protected environments on UNESCO-s world heritage list

General Competencies

Croatian visual art is an important determinant of culture and clarifies the relationship of student and artworks. After completing the course „Croatian visual art“ students will be able to describe and analyze the work of art: to recognize relationship of human shaping of nature in designed gardens, parks and historic gardens which will contribute to the cognitive and aesthetic abilities of getting acquainted with cultural heritage.

Grading

Written exam. Essay obligatory. Students activities will be monitored through semester.

Week by Week Schedule

1. Introductory lecture. Students duties and topics of their presentations.
2. Stylistic periods – chronological sequence and terminology.
3. Antiquity towns and the landscape. Students mapping a topic.
4. Planned city through history - from antiquity to contemporary age.
5. Early Christian period, characteristic of Adrio-byzizantinism - Episcopal centres (Salona, Zadar, Poreč).
6. Rise of early medieval art in Croatian state of 9th century. Monuments at hinterland of the Dalmatian coast.
7. Braiding – the decoration the monuments. Differences between church inventory in Croatian state and others parts of Carolingian word.
8. West european influence at late medieval period - architecture and sculpture (Zadar, Trogir, Majstor Radovan, Buvina).
9. Early modern period: influences of Venetian art and Florentine Renaissance. Cathedral of Šibenik, chapel of Ivan Trogirski.
10. Relation of human artistic work and landscape. Country residence (villas – Sorkočević-Trsteno) on territory of Dubrovnik Republic. Park – garden Maksimir first public park in Croatia (1796) – central Europe.
11. Space in the picture - new visuality: Baroque illusionist wall painting at north Croatia I. K. Ranger, Lerhinger.
12. Monumental landscape at early modern period specifically in north Croatia: fortress towns - Sisak, Slavonski brod, Osijek.
13. Historicism – play of styles. Modern Zagreb - capital town at the end of nineteenth century in spirit of historicism. Main buildings and modern urbanization: Zrinjevac – sculptures, buildings of HAZU, and Department of culture, etc.

14. Modern art, architecture, painting (secession architecture: Lubinsky, Aladar Baranyaj, Kovačić, etc. and painters: Kraljević, Račić, Becić, Herman - Munich group).
15. Ivan Meštrović and modern sculpture.

Literature



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



Milan Pelc (2012). Povijest
umjetnosti u Hrvatskoj
(pdf), Zagreb, Naklada
Ljevak



Diana Vukičević-Samaržija
Periodizacija i termini

Cross-Cultural Psychology

38653

Lecturer in Charge



Doc. dr. sc.
Eva Andela Delale

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

Teaching assistant
Doc. dr. sc. Ana Butković

Course Description

Introduction to individual psychological processes and behavior in different cultures, as well as similarities and differences in behavior together with defining universal and specific features of behavior of individuals in different cultures. Comparative approach and facilitation of student reasoning and deducing about applicability of theories and research results. Cross-cultural approach to study of different basic and practical problems in different areas of psychology.

Course Type

- » Sociology (Study) (elective courses (2), 1st semester, 1st year)
- » Sociology (Study) (elective courses (2), 3rd semester, 2nd year)
- » Sociology (Study) (elective courses (2), 5th semester, 3rd year)

Learning Outcomes

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

1. Explain and differ individual psychological processes and behavior in different cultures, similarities and differences in behavior and universal and specific determinants of individual behavior of different culture members.
2. Explain knowledge of the basic psychological processes in the field of personality, cognitive abilities, motivation and social behavior within the context of cultural differences.
3. Assess and compare psychological theories created in different cultures.
4. Evaluate psychological behavior considering the culture as one of determinants
5. Apply and generalize the acquired knowledge on recognizing the differences in cooperation with different cultures' representatives and experts of cognate sciences (Sociology, Anthropology, Social Work).
6. Value applicability of comparative approach to theory and research results in professional work.
7. Apply cross-cultural approach into studying fundamental and applied problems in different areas of psychology.

Grading

Class attendance: 10 points;
Written exam: 90 points.

Week by Week Schedule

1. Introduction to cross-cultural psychology
2. Historical aspects of cross-cultural psychology
3. Methodology of cross-cultural psychology
4. Personality
5. Cognitive abilities
6. Emotion
7. Motivation
8. Individualism-collectivism, self
9. Socialization and identity, acculturation
10. Cross-cultural psychology, multiculturalism and cultural competencies
11. Sex and gender
12. Social relationships
13. Verbal and non-verbal communication
14. Culture and health
15. Conclusion

Literature



Berry, J. W., Poortings, Y. H., Segall, M. H., Dasen, P. R. (2002). *Cross-Cultural Psychology. Research and Applications*. Cambridge University Press. Odabrana poglavlja.



Hock, R. R. (2004). Četrdeset znanstvenih studija koje su promijenile psihologiju. Jastrebarsko: Naklada Slap. Poglavlja: Ekman, P., Friesen, W. V. (1971) Konstante u izrazima lica i emocijama u različitim kulturama, str. 167-174.; Rotter, J. B. (1966). Jeste li gospodar svoje sudbine? Generalizirana očekivanja unutarnje odnosno vanjske kontrole potkrepljenja, str. 192-199.; Triandis, H., Bontempo, R, Villareal, M., Asai, M., Lucca, N. (1998) Individualizam i kolektivizam: Međukulturološke perspektive o odnosu pojedinca i grupe, str 215-224.



Lacković, Grgin (2004). *Stres u djece i adolescenata*. Jastrebarsko: Naklada Slap. Poglavlje: Akulturacijski stres, str 30-39.



Larsen, R. J., Buss, D. M. (2008). *Psihologija ličnosti: područja znanja o ljudskoj prirodi*. Jastrebarsko: Naklada Slap. Odabrana poglavlja: 16. Spol i rod i 17. Kultura i ličnost, str. 504-563.

Cross-Cultural Psychology

117250



Lecturers in Charge



Doc. dr. sc.
Eva Andela Delale



Doc. dr. sc.
Ana Butković

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

Course Description

Introduction to individual psychological processes and behavior in different cultures, as well as similarities and differences in behavior together with defining universal and specific features of behavior of individuals in different cultures. Comparative approach and facilitation of student reasoning and deducing about applicability of theories and research results. Cross-cultural approach to study of different basic and practical problems in different areas of psychology.

Course Type

- » Psychology (Study) (elective courses, 1st semester, 1st year)
- » Psychology (Study) (elective courses, 3rd semester, 2nd year)
- » Sociology (Study) (elective courses (2), 1st semester, 1st year)
- » Sociology (Study) (elective courses (2), 3rd semester, 2nd year)
- » Sociology (Study) (elective courses (2), 5th semester, 3rd year)

Learning Outcomes

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

1. Explain and differ individual psychological processes and behavior in different cultures, similarities and differences in behavior and universal and specific determinants of individual behavior of different culture members.
2. Explain knowledge of the basic psychological processes in the field of personality, cognitive abilities, motivation and social behavior within the context of cultural differences.
3. Assess and compare psychological theories created in different cultures.
4. Evaluate psychological behavior considering the culture as one of determinants.
5. Apply and generalize the acquired knowledge on recognizing the differences in cooperation with different cultures representatives and experts of cognate sciences (Sociology, Anthropology, Social Work).
6. Value applicability of comparative approach to theory and research results in professional work.
7. Apply cross-cultural approach into studying fundamental and applied problems in different areas of psychology.

General Competencies

2. Integrate the knowledge of the fundamental psychological processes and characteristics (perception, memory, learning, motivation, emotions, personality, and social behaviour).
8. Integrate the knowledge of cultural differences and critically assess the general principles, standards of good practice and work which demonstrates respect for diversity in a professional manner.
14. Support interdisciplinarity, establishing and maintaining relationships with other professionals, as well as relevant organizations.
19. Express the necessity of lifelong learning and professional development.

Grading

Class attendance: 10 points;
Written exam: 90 points.

Week by Week Schedule

1. Introduction to cross-cultural psychology
2. Historical aspects of cross-cultural psychology
3. Methodology of cross-cultural psychology
4. Personality
5. Cognitive abilities
6. Emotion
7. Motivation
8. Individualism-collectivism, self
9. Socialization and identity, acculturation
10. Cross-cultural psychology, multiculturalism and cultural competencies
11. Sex and gender
12. Social relationships
13. Verbal and non-verbal communication
14. Culture and health
15. Conclusion

Literature



Berry, J. W., Poortings, Y. H., Segall, M. H., Dasen, P. R. (2002). *Cross-Cultural Psychology. Research and Applications*. Cambridge University Press. Odabrana poglavlja.



Hock, R. R. (2004). Četrdeset znanstvenih studija koje su promijenile psihologiju. Jastrebarsko: Naklada Slap. Poglavlja: Ekman, P., Friesen, W. V. (1971) Konstante u izrazima lica i emocijama u različitim kulturama, str. 167-174.; Rotter, J. B. (1966). Jeste li gospodar svoje sudbine? Generalizirana očekivanja unutarnje odnosno vanjske kontrole potkrepljenja, str. 192-199.; Triandis, H., Bontempo, R., Villareal, M., Asai, M., Lucca, N. (1998) Individualizam i kolektivism: Međukulturološke perspektive o odnosu pojedinca i grupe, str 215-224.



Lacković, Grgin (2004). *Stres u djece i adolescenata*. Jastrebarsko: Naklada Slap. Poglavlje: Akulturacijski stres, str 30-39.



Larsen, R. J., Buss, D. M. (2008). *Psihologija ličnosti: područja znanja o ljudskoj prirodi*. Jastrebarsko: Naklada Slap. Odabrana poglavlja: 16. Spol i rod i 17. Kultura i ličnost, str. 504-563.

Cultural Anthropology

37768



Lecturer in Charge



Doc. dr. sc.
Valentina Gulin
Zrnić

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

Teaching assistant
Doc. dr. sc. Valentina Gulin
Zrnić

Course Description

to acquire fundamental knowledge in the discipline of Cultural anthropology (subject/s of research, terminology, theories); to acquire knowledge of and respect for other cultures and to foster critical judgments on our own culture; to learn about cultural anthropological approaches, methodology and epistemology; to develop ethical (professional, social) principles

Course Type

- » Sociology (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » Sociology (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Define basic concepts of the discipline;
2. Identify and discuss fundamental controversies on culture as the subject of research in the 20th century Cultural anthropology;
3. Compare cultural systems;
4. Estimate cultural and social phenomena in our society;
5. Employ basics of fieldwork methodology;
6. Collect scientific self-reflection on theories and methods used in the research

General Competencies

Use the general knowledge of society and of social processes

Explain the initial assumptions of the different political, religious and cultural orientations.

Explain causal relationships between the various social phenomena.

Explain the social change using classical and contemporary sociological approaches.

Explain the difference between micro and macro level of the sociological analysis.

Illustrate the relevance of the concepts of culture, socialization, stratification, social structure and social institutions in interpreting of the social phenomena.

Grading

Class attendance and activity 10%; seminar 30%; written exam 60%.

Week by Week Schedule

1. Lectures (L): introduction to key theories/theoreticians, presentation of classic ethnographies and themes/area of research, debating cultural anthropological controversies in the history of discipline
2. Seminars(S): preparation of students' research projects (dozen groups); discussions - integration of knowledge from lecture and particular projects
3. L - introduction to cultural anthropology definitions and key concepts
4. S - discussion on potential project themes (1st assignment to find references dealing with selected project's theme)
5. L - evolutionism (Tylor, Frazer; armchair anthropology; magic - religion - science)
6. L - evolutionism (Tylor, Frazer; armchair anthropology; magic - religion - science)
7. S - discussion on nature of knowledge in cultural anth. and sociology
8. L - functionalism in cultural anth. (Malinowski, fieldwork, kula, economic anth.)
9. S - discussion on qualitative methods (fieldwork, empiric research)
10. L - structural functionalism and structuralism in cult. anth. (Radcliffe-Brown, Lévi-Strauss)
11. S - discussion on assign. one; discussion on constructing research question; (2nd assignment construct research questions for particular projects)
12. L - culture and personality school in cult. anth. (M. Mead i Benedict, national characters)
13. S - discussion on ethical principles of fieldwork and of writing ethnography
14. L - cultural ecology and environmental anth. (Lewis, Steward, current approaches)
15. S - discussion on auto-ethnography

Literature



Moore, Jerry D. 2002. Uvod u antropologiju. Zagreb: Naklada Jesenski i Turk. Poglavlja Tylor (21-35), Boas (55-68); Benedict (105-115). Mead (133-147); Malinowski (169-185), Radcliffe-Brown (185-200), Lévi-Strauss (285-302), Geertz (317-330.).



Monaghan, John; Peter Just 2003. Socijalna i kulturna antropologija. Sarajevo, TKD Šahinpašić, str. 13-74.



Haviland, William. 2004. Kulturna antropologija. Jastrebarsko: Naklada Slap. Poglavlja: 2. Priroda kulture (33-55); 10. Srodstvo i porijeklo (261-287); 13. Religija i nadnaravno (351-378); 15. Kulturna promjena (409-439.)



Abu-Lughod, Lila. 1991. "Writing Against Culture", u: R. G. Fox, ur. Recapturing Anthropology, Santa Fe: School of American Research Press.



Čapo Žmegač, Jasna, Valentina Gulin Zrnić i Goran Pavel Šantek, ur. 2006. Etnologija bliskoga. Zagreb: IEF i Jesenski & Turk, str. 7-52.

Cultural Aspects of Work

46086

Lecturer in Charge



Izv. prof. dr. sc.
Nikša Dubreta

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

Teaching assistant

Izv. prof. dr. sc. Nikša
Dubreta

Course Description

The main goals of the elective course are focused on introduction of students to closer understanding of diversity in establishing individual and social identities at work. Also, to enable students to apply concepts of culture to studying work. Course will demonstrate definitions (Becker, Spradley) which address role of culture as shared worldviews and their influence to making specific work cultures.

Course Type

- » Sociology (Study) (elective courses (2), 1st semester, 1st year)
- » Sociology (Study) (elective courses (2), 3rd semester, 2nd year)
- » Sociology (Study) (elective courses (2), 5th semester, 3rd year)

Learning Outcomes

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

1. Determine modalities of work in matrix of contemporary types of employment
2. Describe elements of Beck's political economy of insecurity
4. Explain sociological concepts of culture at the field of work
5. Interpret main elements of ethical acting at the workplace
6. Compare elements of popular and scientific approaches to phenomenon of career
7. Link appropriate elements of organisational culture with modalities of participation in team-work
8. Judge types of leadership in given examples of organisational acting

General Competencies

Successful outcomes of course enable students in understanding, application and questioning of specific sociological contributions in researching work in recent complex societies and economies.

Grading

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

Week by Week Schedule

1. Work as a social and cultural phenomenon (lecture and seminary).
2. Sociology and application of concepts of culture at the field of work (lecture and seminary).
3. Mapping the sociological history social and cultural context of work in works of Marx, Durkheim, Weber and Simmel (lecture and seminary).
4. Work and identity in industrial context (lecture and seminary).
5. Changes in work continuities and discontinuities (lecture and seminary).
6. Worlds of work in complex societies (lecture and seminary).
7. Issue of gender in paid and unpaid work (lecture and seminary).
8. Microsocial context of work work and leisure (lecture and seminary).
9. Work and family (lecture and seminary).
10. Different images of team-work (lecture and seminary).
11. Ethics at the workplace (lecture and seminary).
12. Sociological concepts of career (lecture and seminary).
13. Organisational cultures questions and challenges (lecture and seminary).
14. Cultures of work and social structures (lecture and seminary).
15. Work experience and experience of time (lecture and seminary).

Literature



Harper, D., Lawson H.
(2003) *The Cultural Study
of Work*. New York:
Rowman & Littlefield
Publishers



Haralambos, M.; Holborn,
M. (2002) *Sociologija: teme i
perspektive*. Zagreb: Golden
Marketing (poglavlje: Rad i
dokolica).

Descriptive Statistics

45751



Lecturer in Charge



Doc. dr. sc.
Mislav Stjepan
Žebec

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

Course Description

Introducing students to different kinds of data, gathered in professional and scientific examination/measurement, and enabling students for their recognition. Presenting different kinds of empirical data description via tables, graphs, measures of central tendency and variability, and preparing the students for successful selection of the appropriate descriptors for specific kind of data. Systematic informing of students on procedures for determination the position of individuals result in a group, and procedures for evaluating the relations between two or more sets of data, but also to train the skills of appropriate application of these procedures. Training students in critically choosing proper descriptive statistics procedures based on their advantages and limitations, as well as in independently conducting of the procedures and proper interpreting of the results attained. Demonstrating crucial concepts of probability theory for statistical procedures in social disciplines (especially random variables) and integrating them into students understanding of social processes, as a basis for explaining test statistics and related theoretical distributions in inferential statistics.

Course Type

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

Learning Outcomes

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

1. Identify kinds of data gathered in professional, or scientific in examination/measurement, that define possible statistical procedures
2. Choose the most appropriate procedures for description and presentation of some data set, related to one or more variables
3. Illustrate examination results via the most appropriate graphs and tables
4. Calculate all measures of central tendency, variability and position of an individual result in a group
5. Apply basic concepts of probability calculus in social processes comprehension
6. Recognize characteristics of discrete and continuous random variables and related theoretical distributions
7. Evaluate the importance of normal distribution and apply their characteristics in solving problems/exercises in psychological phenomena that assume normal distribution of related variable
8. Demonstrate and describe interrelation two and more observed variables by calculating appropriate correlation indicators.

9. Indicate values of one variable on the bases of its relation with another variables (one or more)
10. Categorize various scale measures, variables, measures of central tendency, variability and position of an result in a group, theoretical distributions, and correlation indicators according to relevant criteria.

General Competencies

11. Analyze the assumptions and apply consistent methodological and statistical knowledge for the purpose of answering specific research questions, and determine the advantages and limitations of different research and statistical methods in psychology and related scientific disciplines.

18. Evaluate and develop personal competences, knowledge and skills in accordance with the changes and the standards of the profession.

Grading

Class attendance - up to 12% of the course grade;
 Quiz tests every second exercises - up to 18% of the course grade;
 Two mid-term written tests - up to 46% of the course grade;
 Oral exam - up to 24% of the course grade;
 Additional points- up to 5 % of the course grade.

Week by Week Schedule

1. Introduction to Descriptive statistics course silabus; Definition, importance and division of statistics; Basic concepts of statistics: entity, sample, population and attribute/variable
2. Definitions and examples of measurement in psychology; Measurement scales: definitions, examples, characteristics and appropriate statistical procedures; Variables: definitions, divisions and examples.
3. Data distributions: definition and reasons of application. Tabular data description: basic features, sorts, and grouping of results. Graphical data description: definition, purpose, sorts of, elements and rules of construction.
4. Measures of central tendency (Mean, Median, Mod, Geometric and Harmonic mean): definition, purpose, assumptions, typical situations, modes of calculation. Basic distribution forms determinant of central tendency measure.
5. Measures of variability (Range, inter-quartile range, M.A.D., variance, standard deviation, Coefficient of variability): definition, assumptions, typical situations, modes of calculation, advantages and limitations.
6. Basic concepts of probability (probability experiment, elementary event, event); Definition of probability and relation psychological variable and statistics; Properties and basic laws of probability; Basic concepts of combinatorics: basic lemma of combinatorics, combinations and permutations without replication.
7. Discrete random variable: definition, distribution, probability function, distribution function, expectation and variance; Important discrete distributions: Binom, Multinom, and Hypergeometric.
8. Continuous random variable: definition, distribution, probability function, distribution function, expectation and variance; Normal distribution the most theoretical distribution in psychology: generic presumptions, probability function, distribution function and important features; Z-distribution: genesis, purpose and properties.

10. Statistical relations between two variables: purpose, basic logic and graphical presentation (scatter diagram); Pearson correlation: assumptions, derivation, modes of calculation, basic features, and interpretation determinants; Coefficient of determination and alienation.
11. Correlation and causal relations; Correlation and linear regression; Regression line and prognosis: definition, derivation and interpretation; Prognosis error (definition and operative calculation) and adjacent concepts (homoscedascity and normality of conditional distributions, confidence interval).
12. Multiple regression: definition, basic logic, purpose and limitations; Two forms of multiple regression equation: layout, coefficient interpretation, two predictor case; Multiple correlation coefficient and prognosis error; Partial correlation: definition, purpose, coefficient derivation.
13. Pointbiserial and biserial coefficient: definitions, specific situations, modes of calculation and specific problems; Spearman (r_s) and Kendall (τ) rank correlations: definition, specific situations, modes of calculation, advantages and limitations.
14. Freeman Theta and Kendal W : definition, specific situations, modes of calculation, advantages and limitations, interpretation.
15. Test.

Literature



Howell, D. C. (1997).
Statistical methods for
psychology. Belmont, CA:
Duxbury Press.



Petz, B. (1997). Osnovne
statističke metode za
nematematičare.
Jastrebarsko: Naklada Slap.

Developmental neurobiology

94009



Lecturer in Charge



Prof. dr. sc.
Zdravko Petanjek

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

Lecturer
Martina Knežević, dr. sc.

Course Description

The general aim of this course is to familiarize students with basic histogenetic and morphogenetic concepts in human brain development as well as the development of other species, from insects to primates, in order to gain a deeper and broader understanding of biological foundations of higher cognitive functions and other human-specific processes. Specific aims are elaborated according to teaching units.

Course Type

- » Psychology (Study) (elective courses, 2nd semester, 1st year)
- » Psychology (Study) (elective courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Recognize basic morphological and histological characteristics of different developmental stages;
2. Explain the role and the relationship between biological predisposition and external factors in neural network development;
3. Apply acquired theoretical and practical knowledge in working with children with developmental disorders;
4. Apply acquired knowledge in practical use of neuroimaging techniques (fMRI, PET, EEG, MEG) when analysing developmental disorders in children and adolescents;
5. Use educational multimedia online neuroscience resources in written reports and oral presentations;
6. Create multimedia presentations using examples that show correlation between the development of certain brain areas and the changes in the psychological status of the condition;
7. Analyze scientific review papers from developmental neurobiology;
8. Explain and present the role of biological factors in the determination of neural network development of the human cerebral cortex.

General Competencies

3. Explain the biological and neurobiological foundations of psychological processes and behaviour.
4. Identify the characteristics, mechanisms and models of psychological development and evaluate the effects of various biological and social factors on the physical, cognitive, social, and emotional development.
13. Value the basic contents from the complementary social, humanistic and biomedical disciplines.

Grading

Class effort 20%,
Seminar paper 20%,
2 preliminary exams 20%,
Essay - 20%,
Practical work - 20%,
Oral knowledge assessment 20%.

Week by Week Schedule

1. Brain morphogenesis during the embryonic and fetal period; brain morphogenesis during the perinatal and postnatal development.
2. Histogenetic processes during the embryonic and early fetal period; histogenetic processes during the fetal and perinatal period.
3. Imaging of the fetal brain; structural-chemical characteristics of the fetal brain organisation.
4. Prenatal and perinatal brain damage; transient fetal behaviour - comparison of the development of a child with and without perinatal brain damage.
5. Ingrowth of axons, neuronal differentiation and the establishment of cortical connections; synaptogenesis - the role of activity and interaction with the environment.
6. Excessive production of synapses as a developmental event - phylogenetic comparison; selective stabilization of synapses as a mechanism of environmental shaping of brain structure.
7. Functional changes in brain activity during childhood and adolescence; the importance of recording functional brain activity in development disorders.
8. Changes in brain neural circuits during adolescence; risky behaviour during adolescence - biological correlates of functional brain activity changes during adolescence.
9. Neurobiology of critical periods during human development; determination of periods of critical developmental on the basis structural-functional correlation.
10. Neurobiology of autism and Asperger's syndrome; neurobiology of other developmental disorders: Down syndrome, Williams syndrome, attention disorders.
11. The role of early diagnosis in developmental disorders; brain imaging and early diagnostics for developmental disorders.
12. Time pattern of brain plasticity during development; imaging of brain plasticity during development.
13. Protracted period of human brain maturation; evolutionary characteristics of the development of human brain ("life history theory").
14. Macroscopic features of brain evolution; histological features of brain evolution; evolutionary aspect and biological basis for the emergence of higher cognitive functions in humans.

15. Comparative anatomy and histology of the cerebral cortex in primates; evolutionary aspects of neurobiology of the development of higher cognitive functions in primates; comparative anatomy of primate brain using imaging methods.

Literature



Knežević, M.; Petanjek, Z.
(ur.) Priručnik:
Neurobiologija
ontogenetskog i
filogenetskog razvoja; Web
izdanje.



Judaš, M. i Kostović, I.
(1997) Temelji
neuroznanosti. Web izdanje.

Differential Psychology

28722

Lecturer in Charge



Doc. dr. sc.
Ana Butković

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

Teaching assistant

Doc. dr. sc. Ana Butković

Prerequisites

Inferential Statistics

Psychological Measurement

Course Description

Explain individual differences to students as well as meaning of those differences to society in general and psychology in particular. Explain measurement of individual differences. Look at individual differences in abilities, personality and creativity. Analyze genetic and environmental contributions to those differences. Describe development of theories and models of intelligence. Describe development of theories and models of personality. Argue for importance of intelligence and personality in everyday life.

Course Type

» Psychology (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Explain and distinguish between different theoretical approaches in personality and intelligence;
2. Tell what we can and can not conclude from results of behavioral genetic studies;
3. Interpret results of research in differential psychology;
4. Analyze scientific studies of individual differences.

General Competencies

1. Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.
2. Integrate the knowledge of the fundamental psychological processes and characteristics (perception, memory, learning, motivation, emotions, personality, and social behaviour).
5. Compare theoretical approaches to the study of individual differences.
9. Evaluate scientific knowledge for the purpose of generating research hypotheses and support the scientific approach to the acquirement of knowledge.
10. Judge scientific and professional papers in the field of social sciences, humanities, and biomedicine.
16. Organize and present professional and scientific reports based on empirical data using scientific literature and demonstrating respect for international standards, independently or in a team.

Grading

Class attendance 10%;
Seminar essay 15%;
Two tests 60% or Final written exam 60%;
Final oral exam 15%.

Week by Week Schedule

1. History of differential psychology.
2. Methodology of differential psychology.
3. Behavior genetics.
4. Concept and measurement of personality.
5. Eysenck's personality theory.
6. Big Five and Five-factor model.
7. Personality and life outcomes (academic, work, romantic relations, health).
8. Personality and life outcomes (academic, work, romantic relations, health).
9. Intelligence: definition and history.
10. Models of intelligence.
11. Specific abilities.
12. 'Hot' theories of intelligence.
13. Intelligence and life outcomes (academic, work, health).
14. Intelligence and life outcomes (academic, work, health).
15. Creativity.

Literature



Chamorro-Premuzic, T. (2011). *Personality and Individual Differences*. (str. 2-102, 135-255, 291-324). Chichester: John Wiley & Sons.

Early-Modern Croatian Literature

37436



Lecturer in Charge



Doc. dr. sc.
Viktoria Franić
Tomić

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

Teaching assistant

Doc. dr. sc. Viktoria Franić
Tomić

Course Description

Subject of instruction is divided into fifteen sections. They are formed on the basis of chronology but at the same time they include the thematic and genre systems. Subject covers the following canonical authors of the Croatian Renaissance: Benedikt Kotruljević, Ivan Česmički, Marko Marulić, poets of Ranjina Collection, Mavro Vetranović, Nikola Nalješković, Hanibal Lucić, Vinko Pribojević, Petar Hektorović, Peter Zoranić, Marin Držić, Mikša Pelegrinović, Sabo Bobaljević, Antun Sasin, Brne Krnarutić, Dominko Zlatarić, Matija Vlačić, Faust Vrančić. Their texts as well as texts less typical but not less important written by literary personalities of the second grade are going to help students in building diachronic view of dominant genres in literature of early modern time. In doing so, we stress the genre of Renaissance drama in comparison with medieval poetics of the space, then also we are going to study profoundly the occurrence of tragedies in the second half of the sixteenth century, than the development of poetry of early renaissance in relation to tendencies of mannerism in early modern poetry. Also will be studied poetic and non poetic nonfiction and fiction texts from that era, as well as didactic questions. Students will acquire the knowledge of ideological concepts and ideologies as well as the changes in style and stylistic formation especially with regard to the relationship between the Renaissance and Medieval and then with the crisis of Renaissance known in stylistic terms as mannerism. In this part of subject with special attention will be studied the books of Burckhardt, Huizinga and Hocke. In details will be described literature in Latin that was established in renaissance Dubrovnik and Dalmatia and also at the Korvin court in Buda. With students will be discussed the issues of Protestants within the Croatian literature and its relations with humanistic tradition. With special attention students will be familiarized with the phenomenon of women in the Renaissance, especially with the texts of Marija Gundulić Gozze and Nada Vittoria Speranza Bona. For students will be prepared material on the comparative aspects of Croatian Renaissance literature, especially the relationships with Italian literature of that time, but also the Croatian texts from renaissance will be compared with similar examples in other European literature. During the work we are going to study the numerous texts from the edge of literary space, especially scientific, history writing and philosophical works, as well as those who, though not written with the literary intention show the spiritual level and preoccupations of that time. During work with students will be discussed work of the leading writers who wrote not only in the Croatian language but in other languages such as Italian and Latin.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Croatian Studies (Study) (required course, 2nd semester, 1st year)

Learning Outcomes

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

1. Analyze of the texts from the literature of Croatian Renaissance.
2. Identify of literary genres of Renaissance and analyzing the texts.
3. Develop of the ability of thematic analysis of literary works.
4. Develop of the ability to literature works as the sources for the history of ideas.
5. Identify of literary genres in the Croatian Renaissance literature.
6. Demonstrate the origins of the Croatian Renaissance literature.
7. Apply of the methodology and concepts suitable for the study of literary works of Croatian Renaissance.
8. Develop of the ability of critical thinking in writing term papers based on primary and secondary literature.

General Competencies

Participants will be instructed about the importance of Renaissance for the formation of Croatian and other national identities. Also students will be thought about the various cultural components of that identity in the context of Western Europe and its nations. Students will understand the cultural and historical context of the Croatian Renaissance literature. They will be able to explain the values and meanings of the canonic texts of Croatian Renaissance literature written in the language of that time. They will be able to recognize the characteristics of Croatian and Western identity in literary works of Croatian Renaissance. They will be able to use scientific and secondary sources during the interpretation of the literary works of Croatian Renaissance literature.

Grading

From the students it is required to participate actively in all forms of teaching. Monitoring and evaluative activities will be applied during the teaching process. Each program assignment (including the written seminar papers) will be included in the formation of the final grade. Students will be tested for their commitment by passing all requirements and at the end during regular examination time they will undergo the written and oral exam.

Week by Week Schedule

1. The role of Italians in Croatian humanism: Giovanni of Ravenna, Ciriacco from Ancona, Philippo de Diversis, Tideo Acciarini, Ludovico Beccadelli. The book *Asian War* by Coriolanus Cippico. Croatian role at the Korvin Court in Buda. Nikola Modruški as an important witness of his time. Poets in Latin Ilija Crijević, Jakov Bunić, Karlo Pucić, Damijan Beneša. Seminar: Benedikt Kotruljević: The book on Trade and Perfect Merchant.
2. Ludovik Crijević, historian of papal Rome during the reign of the Borgias. Vinko Pribojević, and his speech on greatness of the Slavs. Literature of other Slavic nations in the Renaissance. Seminar : Vinko Pribojević: On Greatness of the Slavs
3. The first school of Croatian poetry: Petrarchism in Nikša Ranjina Collection. Personalities of Džore Držić and Sigismund Menčetić. Hanibal Lucić his poetry and drama *The Slave Girl*. Mavro Vetranovic: History of Diana. Hunter and villa. Orfeo. Seminar : Lucic :The Slave Girl. Vetranović Slaves
4. Library of Marko Marulić and the question of his education. Analysis of Marulić's *Judith*. Prayer against the Turks. Marulić's Latin works. Davidias as humanistic example of ancient and medieval poetic knowledge. Seminar : Marko Marulić: Suzana. Marko Marulić: Carnival and Lent. Anka satire.

5. New theories of drama and their metamorphosis during the sixteenth century. The development and interpretation of dramatic literature in the renaissance Europe. Comedy Grižula and its relations to Shakespeare's *Midsummer Night's Dream*.
6. Petar Hektorović: Fishing and Fishermen conversation. Petar Zoranić: Mountains. Pilgrims in Dalmatia and other foreign passengers during the sixteenth century. Bartul Gjurgjević and his Turkish episodes. Seminar : Mavro Vetranović: The Abraham Sacrifice; How Brothers Sold Joseph.
7. Life of Marin Držić. The interpretation of the document when he was chosen to the status of canonic. The problem of truth. Siena episode in his life. Travelling with count Rogendorf. The scandal of alleged plagiarism. Statement on the death of Pero Primović. Seminar: Držić's Conspiratorial letters to Cosimo I de 'Medici.
8. Analysis of Burckhardt book *Culture of the Renaissance in Italy*. Critics and interpreters of this book. Pastoral tradition in the fifteenth and sixteenth century, its sources and ideological signs. Tasso's *Aminta* and his Croatian anticipator. The influences of Tasso's work in Croatian literature. Seminar: Marin Držić: *Tirena*; *The Miser*.
9. Prolog of *Negromant* from the Great Indies and his interpreters. Question of literary twins in comedy *Pjerin*. Possibility of new historic interpretation of Držić's dramas and nonfiction texts. Seminar : Marin Držić: *Uncle Maroje*; Conspiratorial letters to Cosimo I de 'Medici.
10. Women contribution in the Croatian literature during the sixteenth century. Circle of Cvijeta Zuzorić. The authors of the Bay of Kotor in the sixteenth century and their participation in the history of Croatian literature. Poets Bobaljević and Ranjina. Antun Sasin. Mannerism. Seminar: Marija Gundulić Gozze: Preface to husband's book. Other Women Writings.
11. Renaissance tragedies: Držić *Hecuba* ; Bunić: *Jokasta* ; Gučetić: *Dalida* ; Lukarević: *Atamante* ; Zlatarić: *Elektra* ; Brne Krnarutić: *Myth of Sigeth and Zrinski* in the Croatian literature. Seminar : Sabo Gučetić: *Dalida*
12. Comedy in Croatian literature after Držić. *Commedia dell'arte* and its poetics. Martin Benetović. Generic system in Croatian Renaissance literature. Seminar : Martin Benetović: *The Woman from Hvar*
13. Three Renaissance writers from the central Croatia: The iconography of Turks in the works of Bartol Gjurgjević. Life and works of adventurer and religious convert Andrija Dudić. Renaissance Systematization of knowledge in the *Encyclopedia of Pavle Skalić*. Seminar: Croatian lexicography from Skalić to our time.
14. The relation of Protestantism to humanism. Erasmus of Rotterdam and its relations with the Croats. Baldo Lupetina case. Matija Vlačić, his life and works. The contribution of Matija Vlačić to the theory of literary texts and hermeneutics. Urach mission, its participants and achieved results. Seminar: Matija Vlačić and his *Key of Old Testament* in the light of modern theory of literature.
15. Faust Vrančić at the court of Rudolph II. Mannerism in Croatian literature. Vrančić's uncle Antun as a travel writer. The impact of the early Jesuits in Croatian literature. Seminar: *Itinerary as autobiography: Antun Vrančić, Journey from Buda to Hadrianopolis*.

Literature



Slobodan Prosperov Novak (1997). Povijest hrvatske književnosti od humanističkih početaka do Kašičeve ilirske gramatike 1604. sv. II., Antibarbarus



Mihovil Kombat (1961). Povijest hrvatske književnosti do Narodnog preporoda [prijedili Milan Ratković i Jakša Ravlić], Zagreb: Matica hrvatska



Krešimir Georgijević (1969). Hrvatska književnost od 16. do 18. stoljeća u sjevernoj Hrvatskoj i Bosni, Zagreb: Matica hrvatska



Jacob Burckhardt (1997). Kultura renesanse u Italiji [preveo M. Prelog], Zagreb: Prosvjeta

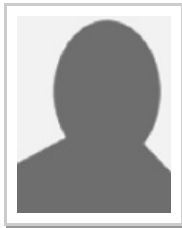


Gustav René Hocke (1984). Manirizam u književnosti: alkemija jezika i ezoterično umijeće kombiniranja: prilozi poredbenoj povijesti evropskih književnosti [preveo A. Stamać], Zagreb: Cekade

Early Modern European and World History

38054

Lecturer in Charge



Doc. dr. sc.
Ivana Jukić

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

Course Description

The main objectives of the course are to describe Early Modern period in simple and clear way, to explain interconnections of events and processes on a global level such as: absolutism, religion questions, scientific revolutions, witch-hunt, global trade, explorations etc.). All those topics will be used to compare cultural and political encounters on global level.

Course Type

- » History (Dual-major studies Study) (required course, 3rd semester, 2nd year)
- » History (Study) (required course, 3rd semester, 2nd year)

Learning Outcomes

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

1. Describe processes that shaped Early Modern period in Europe and World
2. Explain chronology stereotypes of the period
3. Identify the most important person and events 1500-1800
4. Explain cause and effect relations of the most important events of the period
5. List processes that 'prepared' Europe and the World for modern times
6. Evaluate specificities of the European regions and how they influenced the acceptance of Early Modern socio-political novelties
7. Appraise different historiographic interpretation of Early Modern period
8. Relate Early Modern social processes with contemporary ones
9. Compare processes and events in different European monarchies (France, Spain, Habsburg Monarchy etc)

General Competencies

After finishing the programme student will be able to:
describe historical processes,
identify the most important persons and institutions in the Croatian and the World history,
compare historical processes of different periods,
summarize basic information of the Croatian and the World history,
explain cause and effect relations of historical events and processes.

Grading

The final grade is the result of class activity and attendance. The final exam is written exam.

Week by Week Schedule

1. Class overview, schedule, requirements
2. Early Modern World: general overview
3. Europe and the Renaissance
4. Politics, Church and Renaissance: 1450-1560
5. Politics, faith and War: 1560-1618
6. Politics, faith and War: 1618-1648
7. Europe and the New World 1500-1700: encounters and exchange
8. Societies and economies: 1450-1700
9. Thoughts and spirits: scientific revolution and culture in time of crises
10. Muslim Empires in Early Modern period: 1450-1789
11. East Asia in Early Modern period: 1450-1789
12. The State-building? Absolutism and domestic consolidations 1648-1789
13. To Balance of Power and diplomatic revolution: 1650-1776
14. The enlightened Europe
15. Society and World economy in the 18th century

Literature



Gerard du Ry van Beest Holle (gl. ur.) (1977). Velika ilustrirana povijest Svijeta, sv. 11 1454.-1600., Otokar Keršovani, Rijeka



Gerard du Ry van Beest Holle (gl. ur.) (1977). Velika ilustrirana povijest Svijeta, sv. 12 1600.-1714., Otokar Keršovani, Rijeka



Gerard du Ry van Beest Holle (gl. ur.) (1977). Velika ilustrirana povijest Svijeta, sv. 13 1714.-1790., Otokar Keršovani, Rijeka



Slaven Bertoša (2004). Svjetska povijest modernoga doba (XVI.-XIX. stoljeće) s posebnim osvrtom na Apeninski poluotok, Profil International, Zagreb



P. J. Adler, R. L. Pouwels (ur.) (2010). World Civilizations, 283-428., Wadsworth Cengage Learning

Economic Picture of Istria during Antiquity

78702



Lecturer in Charge



Doc. dr. sc.
Mladen Tomorad

ECTS Credits	3.0
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English Level	L1
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E-learning Level	L1
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Study Hours	30
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Teaching assistant
Vlatka Vukelić, dr. sc.

Course Description

The aim of the course is that students adopt a theoretical knowledge of the basics of the economic history of the ancient world and specific instructions as in regional terms, and that this knowledge is educated to understand the economic processes in antiquity. Developing the ability to correctly define the essential features of the economic history of antiquity, analysis and critical examination of the process of economic history, and, indirectly, apply the results of the analysis of the economic history of other periods and regions.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 5th semester, 3rd year)
- » History (Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Study) (elective courses / working groups, 5th semester, 3rd year)

Learning Outcomes

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

1. Describe the period of the Roman conquest of Histria-causes and consequences;
2. Explain the terms: Romanization and the establishment of government;
3. Explain their views on the history of the economy in terms of regional natural predisposition of ancient Istria;
4. Analyze territorial specificity: the great economic possessions (senatorial and imperial estates, residential complexes, private estates, the imperial porcelain workshops);
5. Define the main concepts (villa rustica, villicus) and periodization;
6. Explain various aspects of everyday life of all strata of the population.

General Competencies

After finishing the programme student will be able to:
 define historical processes typical for certain historical period;
 explain cause and effect relations of historical events and processes;
 compare historical processes of different periods.

Grading

Evaluation of essay, participation in classes and knowledge test (40:10:50).

Week by Week Schedule

1. Introductory lecture, introduction to the subject and literature
2. Historical resources (material and written); researchers of ancient Istria
3. The geographical position of Istria in antiquity, history and proto-history (Histrians); Wars-Histrians and Romans / Histrian wars (working on sources), Roman management of Istria
4. Roman economy, the Roman army, pacification and urbanization Illyria / Histria
5. Indigenous people and the process of Romanization; civitates peregrinae
6. Ceramic furnaces, ponds, water reservoirs, ports and harbors; Roman villas Istria and Dalmatia
7. Veriga, Valbadon, Barbariga Cervar, Byzantine castrum, Kolci, Val Madonna
8. Cults in the preroman Istria; Cults in Roman Istria
9. Cultural and social life; necropolis (from prehistoric tumuli to early medieval cemeteries)
10. Mirna valley in ancient times
11. Olive oil and wine, storage
12. Roman administration and Roman province in today's Croatia; Provincial economy - differences and commonalities
13. Ancient Brioni Processed fabric / fulionicae
14. The development of early Christianity in today's Croatia and during the fall of the Roman Empire on the territory of Illyria
15. Field work

Literature



M. Križman (1997). Antička svjedočanstva o Istri, ZN Žakan Juri, Pula



S. Jurković (1995). Atlas zapadne obale Istre. Histria antiqua 1, 87-188., Institut društvenih znanosti Ivo Pilar



A. Šonje (1991). Putevi i komunikacije u prehistoriji i antici na području Poreštine, Fond za Kulturu Općine Poreč, Poreč-Pazin



M. Suić (2003). Antički grad na istočnoj jadranskoj obali, Golden marketing - Tehnička knjiga, Zagreb



R. Matijašić (1998). Gospodarstvo antičke Istre, ZN Žakan Juri, Pula

Economic Sociology

37772



Course Description

The aim of the course is to develop an understanding on economic problems in the world as well as in Croatia as primarily social problems, with the special emphasis on the social basis of the production process and exchange, the social basis of production and of use of the new created value and economic and social institutions as central categories in economic and social life.

Besides the classical topics related to the economic sociology, in every semester special attention is given to the newer (local/international) economical phenomena, and the choosing of such phenomena is made through the discussion with students.

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

Course Type

- » Sociology (Study) (elective courses (2), 2nd semester, 1st year)
- » Sociology (Study) (elective courses (2), 4th semester, 2nd year)
- » Sociology (Study) (elective courses (2), 6th semester, 3rd year)

Learning Outcomes

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

1. Define perspectives of classical and modern sociology for analysis of the key economic manifestations and institutions
2. Identify and describe - basic sociological characteristics of economic organization, capitalism, corporation, market, relationship between politics and economy etc.
3. Explain and differ - basic concepts for understanding of social importance of specific economic manifestations
4. Demonstrate seminars related to the analysis of the special economic manifestations and institutions, especially those that are related to the Croatian economy/society
5. Recognize - historical development, contemporary social meaning of the basic economic manifestations and processes related to the Croatian capitalism
6. Create seminars related to the analyses of special economic manifestations, institutions and especially those that are related to the Croatian contemporary society

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 shape society.

Explain the difference between micro and macro level of the sociological analysis.

Illustrate the relevance of the concepts of stratification, social structure and social institutions in interpreting of the social phenomena.

Illustrate the social questions in the context of social class, capitalism, individualization, nationalism and globalization.

Grading

Obligatory class attendance, seminar presentations, in-class exam and final oral exam.

Week by Week Schedule

1. Defining economic sociology.
2. Defining economic organization.
3. Defining corporation.
4. Market in history and economic approaches to the topic of market.
5. Market: sociological approaches.
6. Politics and economy.
7. Culture and economic development.
8. Culture, trust and consumption : sociological analysis.
9. Production, consumption and lifestyles.
10. Business groups, networks and economic life.
11. Defining entrepreneurship.
12. Managing elite and modernization of Croatian society.
13. Croatian economy: basic processes.
14. Modern organizations, capital and socio-cultural capital.
15. Special topic: world economic and financial crisis and crisis of the Croatian economy.

Literature



Bilješke s predavanja



Čengić, D. (2005). Menadžersko-poduzetnička elita i modernizacija: razvojna ili rentijerska elita, (poglavlja: Menadžerska elita i modernizacija: neka temeljna pitanja: 11-42; Menadžersko-poduzetnička konkurentnost u tranzicijskim dijelovima globalne ekonomije: teorijski okvir i empirijski uvid: 83-125; Poduzetništvo i ekonomski rast u hrvatskom postsocijalističkome kontekstu: 169-209.), Institut Ivo Pilar, Zagreb



Castells. M. (2000). Uspon umreženog društva, (poglavlja:1) Revolucija informacijske tehnologije; 2) Informacijska ekonomija i proces globalizacije; 3) Umreženo poduzeće: kultura, institucije i organizacije informacijske ekonomije; 4) Transformacija rada i zaposlenosti: radnici u mreži, nezaposleni i povremeno zaposleni), Golden Marketing, Zagreb



Swedberg, R. (2006). Načela ekonomske sociologije (poglavlja: I-VII., IX-X.), Mate, Zagreb.



Giddens, A. (2007). Sociologija (poglavlja: 12. Moderne organizacije; 13. Rad i ekonomski život; 14. Vlast i politika), Nakladni zavod Globus, Zagreb.

Emotions

37811

Lecturer in Charge



Doc. dr. sc.
Eva Anđela Delale

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	30
	15

Teaching assistants
Sanja Budimir, dr. sc.
Marina Štambuk

Course Description

Course objective is to familiarize students with systematic review of scientific terms and concepts in the field of emotion, and with the development, enrichment and applying scientific concept of emotion. Special emphasis is placed on the application of theoretical knowledge of psychology of emotions in everyday life and professional practice.

Course Type

» Psychology (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Explain the basic principles of formation of emotional responses.
2. Explain the laws of emotional connection with the occurrence of other mental processes
3. Generalize factual knowledge about emotional phenomena to specific cases and developments in practice
4. Predict relationship between emotional and other mental processes
5. Evaluate the achievements of research projects and scientific articles
6. Formulate new research projects to verify the relationship between emotional phenomena and other mental processes

General Competencies

2. Integrate the knowledge of the fundamental psychological processes and characteristics (perception, memory, learning, motivation, emotions, personality, and social behaviour).
10. Judge scientific and professional papers in the field of social sciences, humanities, and biomedicine.

Grading

Class activity (max 10 points)

Seminar (max 10 points)

Written exam (max 30 points)

Total grade: Class activity + Seminar + Written exam

excellent (5) 45 – 50

very good (4) 38 – 44

good (3) 31 – 37

acceptable (2) 25 – 30

Week by Week Schedule

1. The concept of emotion and history research
2. Approach to understanding emotions
3. Defining emotion
4. Evolution of emotion
5. Mechanisms of emotion in the brain
6. The development of emotion
7. Individual differences in emotional development
8. Emotions in relationships with other people
9. Functions and effects of emotion in cognition and persuasion
10. Emotions and psychopathology in childhood
11. The role of emotions in adult psychopathology
12. Cultural understanding of emotions
13. Psychotherapy, awareness literature
14. Emotional intelligence
15. Emotional regulation

Literature



Oatley, K.; Jenkins, J. (2003.)
Razumijevanje
emocija. Jastrebarsko:
Naklada Slap



Čudina-Obradović, M.;
Obradović, J. (2006.) Utjecaj
roditelja na socijalno-
emocionalni razvoj i
motivaciju djeteta. U: M.
Čudina Obradović, J.
Obradović (2006.)
Psihologija braka i obitelji.
Zagreb: Golden marketing
- Tehnička knjiga.



Radovi prezentirani na
seminarima

English for Journalists

38002

Lecturer in Charge



Pred.
Spomenka
Bogdanić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	60

Course Description

To acquire techniques and strategies for reading comprehension related to journalism.

To improve students' language competence through the study of topic-related literature.

To develop new strategies of learner autonomy.

Course Type

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

Learning Outcomes

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

1. Apply acquired skills and strategies for reading comprehension
2. Use authentic materials to further develop their communicative competence
3. Demonstrate the ability to rephrase the acquired topic-related vocabulary.
4. Express autonomously their views and attitudes related to the media, politics and business
5. Apply and integrate the acquired grammatical structures and language skills in writing short structured texts
6. Differentiate between the main styles and registers in quality press and tabloids
7. Compare and contrast different political regimes

General Competencies

Apply and make effective use of the acquired basic concepts related to journalism in the English language. Express themselves clearly and concisely in spoken and written word in the English language with emphasis on English for journalists and public relations. Explain and critically analyse the acquired theoretical and practical information. Make effective use of acquired skills in reporting for the media in the English language.

Grading

Regular attendance and active participation in classes (20%); oral presentation of a topic of choice (10%); work on the course portfolio (30%); final exam (40%).

Week by Week Schedule

1. Introduction to general vocabulary related to print and electronic media.
2. Reading techniques and strategies (skimming and scanning) using authentic materials.
3. Interviews - practising reported speech.
4. Using collocations on different texts of choice related to print and electronic media.
5. Headlines in print media - differences in style by comparing headlines in quality papers and tabloids.
6. Political correctness - contrast and comparison of politically correct vocabulary in foreign and national print media.
7. Expressing moral values in journalism focusing on political topics.
8. Giving opinions on different political regimes.
9. Basic terminology related to business.
10. Vocabulary expansion and use of collocations focusing on people in business.
11. Register transfer in authentic materials.
12. Openings and closings of articles - how to make an opening or closing paragraph more interesting to the reader (a quotation, a reference to a well-known fact, a description, a surprising or bizarre statement, etc.).
13. Writing short structured texts with reference to politics, business and print and electronic media.
14. Writing short structured texts with reference to politics, business and print and electronic media.
15. Vocabulary building through various topic-related authentic materials. Autonomous students' presentations and subsequent discussions.

Literature



Mascull, B. (1995). Collins Cobuild Key Words in the Media (odabrana poglavlja, cca. 200 str.), Harper Collins Publishers



Priručnici: Jednojezični rječnik prema izboru



Autentični materijali i tekstovi: članci iz novina i časopisa



Gramatički priručnik prema izboru

English language: Journalistic Translation

38001

Lecturer in Charge



Pred.
Spomenka
Bogdanić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	60

Prerequisites
English for Journalists
Writing in English

Course Description

To enable students to develop their translation techniques using various aspects of elements of culture and civilization in English speaking communities.

To enable students to independently apply the acquired skills and strategies in translating short structured texts from the English language into Croatian and vice versa.

Course Type

» Communication Sciences (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Translate various aspects of culture and civilization in English speaking communities focusing on socio-political terminology
2. Examine and differentiate between parts of language structures.
3. Explain the difference between formal and informal style
4. Use and integrate the acquired language skills and competencies for the purpose of translating correctly on the lexical level (false pairs, collocations and constant linguistic patterns, idioms and phrases).
5. Translate independently short structured texts (headlines, leading articles, reviews, etc.)
6. Develop skills to critically evaluate their own and peer translations in terms of style and accuracy

General Competencies

Apply and make effective use of the acquired basic concepts related to journalism in the English language. Express themselves clearly and concisely in spoken and written word in the English language with emphasis on English for journalists and public relations. Work efficiently both as individuals and as team members. Explain and critically analyse the acquired theoretical and practical information.

Grading

30% regular attendance and active participation; 30% course portfolio; 40% written and oral final exam.

Week by Week Schedule

1. Introduction to translation, style and accuracy.
2. Differences between styles and accuracy on the grammatical and lexical level.
3. Word formation: translating short sentences from English into Croatian and vice versa, focusing on adjectives.
4. Adjectives: differences between infinitive and –ing forms; translation of a text of choice.
5. Word transformation: nouns, verbs, adjectives, adverbs; translation of a text of choice.
6. Collocations: paraphrasing, categorizing, forming new collocations, antonyms. Writing a short story with new collocations.
7. Verbs: recognizing differences in translating modal verbs.
8. The role of connectives on the syntactical level, translating short structured texts.
9. Translation of conditional clauses.
10. False pairs.
11. Formal and informal style; idioms and phrases; register transfer.
12. Translation of political terminology; writing a short article.
13. Stereotypes and prejudices focusing on accents and dialects in English speaking communities vs Croatian.
14. Types of communication, vocabulary building.
15. Describing people and places.

Literature



Cory, H. (1996). *Advanced Writing with English in Use* (odabrana poglavlja, cca 160 str.), CAE Oxford: OUP



Evans, H. (2000). *Essential English for Journalists, Editors and Writers* (odabrana poglavlja, cca. 200 str.), Pimlico



Jednojezični rječnik prema izboru



Gramatički priručnik prema izboru



Autentični jezični materijali i tekstovi

Epistemology 1

46216

Lecturer in Charge



Prof. dr. sc.
Zvonimir Čuljak

ECTS Credits	7.0
English Level	L1
E-learning Level	L1
Study Hours	30
	30

Teaching assistant
Prof. dr. sc. Zvonimir Čuljak

Course Description

1. Present and explain the most important epistemological concepts, theories and arguments, providing their elementary understanding and correlating,
2. Enable students to analyze the most important epistemological concepts and arguments,
3. Enable students for critical assessment of the major epistemological theories and arguments.

Course Type

- » Philosophy (Dual-major studies Study) (required course, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Describe and analyze the main epistemological concepts (knowledge, epistemic justification, evidence, epistemic reasons, perception, introspection, rational intuition, testimony, a priori / a posteriori)
2. Explain, understand and classify the major epistemological theories (realism, anti-realism, empiricism, rationalism, foundationalism, coherentism, contextualism, infinitism, tripartite analysis of knowledge, causal theory of knowledge, reliabilism, defeasibility analysis, conditional theory of knowledge, internalism, externalism, naturalism)
3. Analyze, explicate and assess the most important epistemological arguments (e.g. argument from illusion, time gap arguments, argument from error, Russells hypothesis, Agrippas trilemma, brain-in-a-vat argument, Gettier counterexamples)
4. Describe the correlation between reasoning and inferential justification

General Competencies

Students will be able to: 1. understand and explain the main epistemological concepts with respect to the main logical, metaphysical and semantic problems; 2. understand and explain the major epistemological theories with respect to the related theories in metaphysics, ethics, philosophy of science and philosophy of mind, 3. apply epistemological arguments to the related problems in ethics and philosophy of science.

Grading

On the basis of test results, the quality of the participation in seminar discussion and a seminar paper, and on the basis of the final oral exam.

Week by Week Schedule

1. Introduction: the main epistemological concepts and problems (truth, belief, justification, knowledge)(2+0+2)
2. Perception: kinds of perception; realism and anti-realism - seminar : analysis of arguments for realism, anti-realism and skepticism, (2+0+2)
3. Memory: kinds of memory; realism and anti-realism, memory skepticism; introspection (introspective consciousness): the doctrine of the privileged access; private language argument; testimony: the kinds of testimony: weak and strong individualism; reductionism vs. anti-reductionism - seminar : arguments for memorial and introspective realism, anti-realism and skepticism (2+0+2)
4. Rational intuition (reason): concepts and propositions; analytic and synthetic, necessary and contingent truths; empiricism, rationalism and transcendentalism - seminar : analysis of standard/traditional examples of analytic, necessary and a priori truths; some empiricist arguments against a priori knowledge; arguments against analyticity; arguments for contingent a priori truths, necessary particular truths etc. (2+0+2)
5. Reasoning: deduction, induction, abduction; justification:: inferential and non-inferential; conclusive and inconclusive reasons- seminar : types of deductive, inductive and abductive arguments; the structure and forms of justification (2+0+2)
6. Theories of justification: foundationalism, coherentism, contextualism, infinitism; regressive skepticism - seminar : regress argument (Agrippa's trilemma): its skeptical and non-skeptical application (2+0+2);
7. Test

8. Tripartite analysis of knowledge; Gettier problem - seminar : test results review; analysis of Gettier's counterexamples and defenses of the tripartite analysis (2+0+2)
9. Theories of knowledge after Gettier:: defeasibility analysis, causal theory, conditional theory, theory of conclusive reasons, indicator reliabilism, relevantism - seminar: definitions/analyses of knowledge, arguments (2+0+2)
10. Externalist i naturalist theories of justification and knowledge (process reliabilism, virtue epistemology, proper functionalism, naturalism) - seminar : externalist i naturalist definitions of knowledge and justified belief; arguments (2+0+2)
11. Types of skepticism; the main skeptical arguments; anti-skeptical strategies (common-sense realism, naturalism, externalism, contextualism) - seminar : skeptical arguments i counterarguments (2+0+2)
12. Individual i social epistemology; first-order epistemology and meta-epistemology; normativism i descriptivism - seminar : selected parts of the papers by W. V. O. Quine, A. I. Goldman and F. Schmitt (2+0+2)
13. Domains and kinds of knowledge; special epistemologies: common-sense, scientific, moral and religious knowledge / folk, scientific, moral and religious epistemology - seminar : demarcation criteria for knowledge domains and kinds; arguments for and against the existence of certain domains of knowledge (2+0+2)
14. Test
15. Test results review - concluding discussion (2+0+2)

Literature



Čuljak, Zvonimir (ur.) (2003). Vjeronanje, opravdanje i znanje. Suvremene teorije znanja i epistemičkoga opravdanja (str. 1-227., 266-298.), Ibis grafika: Zagreb



Dancy, Jonathan (2001). Uvod u suvremenu epistemologiju, Hrvatski studiji: Zagreb

Ethics 1

37959

Lecturer in Charge



Izv. prof. dr. sc.
Tomislav
Bracanović

ECTS Credits	7.0
English Level	L1
E-learning Level	L1
Study Hours	30
	30

Teaching assistant

Izv. prof. dr. sc. Tomislav
Bracanović

Course Description

Course objectives are to provide students with insight into the basic concepts and problems of ethics and to familiarize them with paradigmatic ethical viewpoints and ways of moral argumentation. The course focuses primarily on problems of ethics, with only periodic digressions into the history of ethics. It consists of lectures and seminars dealing with the following topics: ethics as a philosophical discipline, ethical relativism, theistic ethics, ethical egoism, virtue ethics, deontology, utilitarianism, applied ethics and metaethics. Particular issues to be addressed are the methods of ethics, nature of moral thinking, relationship between facts and values, impartiality, conscientiousness, freedom, autonomy etc. Seminars will be devoted to student presentations on a selection of classical ethical texts.

Course Type

- » Philosophy (Dual-major studies Study) (required course, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Identify the essential works and authors from both history of ethics and contemporary ethics
2. Describe the basic ethical theories, concepts and branches (normative ethics, applied ethics and metaethics)
3. Interpret and compare major historical and contemporary approaches to ethics
4. Describe and clearly present the basic ethical problems, viewpoints and arguments
5. Evaluate classical ethical writings and independently read them.

General Competencies

After completing the course, students will be able to: understand and explain the place of ethics within the framework of both history of philosophy and contemporary philosophy; apply ethical knowledge in order to critically assess the contents of similar philosophical courses (e.g. political philosophy, practical ethics);

identify similarities and connections between ethical arguments and arguments from other philosophical disciplines; integrate specifically ethical models of reasoning into the general philosophical ability of critical thinking.

Grading

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

Week by Week Schedule

1. Lecture: Ethics as a philosophical discipline (4 hours)
2. Lecture: Theistic ethics (2 hours) / Ethical relativism (2 hours)
3. Lecture: Ethical egoism (2 hours) / Utilitarianism (2 hours)
4. Lecture: Utilitarianism (2 hours) / Utilitarianism (2 hours)
5. Lecture: Deontology (2 hours) / Deontology (2 hours)
6. Lecture: Deontology (2 hours) / Virtue theory (2 hours)
7. Test / Seminar: Nagel, Rachels and Benedict (2 hours)
8. Seminar: Mortimer and Russell (2 hours) / Seminar: Hobbes and Rawls (2 hours)
9. Seminar: Kant (2 hours) / Seminar: Kant (2 hours)
10. Seminar: Kant (2 hours) / Seminar: Bentham and Mill (2 hours)
11. Seminar: Mill (2 hours) / Seminar: Mill (2 hours)
12. Seminar: Aristotle (2 hours) / Seminar: Aristotle (2 hours)
13. Seminar: MacIntyre and Slote (2 hours) / Seminar: Thomson and Rachels (2 hours)
14. Seminar: Singer and Harris (2 hours) / Seminar: Moore and Mackie (2 hours)
15. Test / Closing discussion

Literature



Josip Talanga (1999). Uvod u etiku, Hrvatski studiji: Zagreb



Tomislav Bracanović (prir.) (2011). Etika 1: Radni materijali

Ethics in Journalism

28470



Lecturer in Charge



Izv. prof. dr. sc.
Danijel Labaš

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant
Lana Ciboci

Course Description

The main objective of this course is to provide insight into the basic knowledge about journalism and media ethics, with special emphasis on its practical application in daily journalism and media work. The specific objective of this course is to prepare the students to understand journalism ethics as a practical philosophical discipline that deals with the specific morals and deontology of the profession, which must take into account the ethical codes and legal regulations which govern the journalistic and media profession, and which the students will have to adhere to themselves in journalistic practice.

Course Type

- » Communication Sciences (Dual-major studies Study) (required course, 4th semester, 2nd year)
- » Communication Sciences (Study) (required course, 4th semester, 2nd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Analyze and compare historical and contemporary ethical directions and principles of journalism and media professional ethics;
2. Explain and apply the basic universal principles, and concepts like morality, ethics, professional ethics and deontology of journalism and the media;
3. Explain the importance of knowing and respecting ethical and legal standards in as a public service profession;
4. Describe and explain the various ethical codes of journalism in the world;
5. Analyze and interpret the ethical and legal requirements which the print media, radio, television, new media, promotional activities and public relations in Croatia and abroad must adhere to;

6. Use the acquired knowledge about different ethical approaches to mass media;
7. Evaluate the quality of contemporary media from the ethical and moral standpoint;
8. Critically analyze media content from the moral standpoint;
9. Explain the reasons why it is necessary for every future communicologist to know journalism and media ethics.

General Competencies

The students will become familiar with the basic moral, ethical and legal principles, with a variety of traditional and contemporary ethical directions, especially with deontology of journalism and professional media ethics. The course will enable them to critically analyze and clearly distinguish truthful, objective and fair reporting on the events of public interest from the journalistic and media activity that is false, sensationalistic, scandal prone, morally unacceptable and legally punishable.

The students will be able support with arguments the reasons why some journalistic work is ethically acceptable, and why some is not, and in this sense they will be able to critically analyze all types of media: print, radio, television and new media. They will acquire this competence by working on a common blog, where, together with all the participants of the course they will acquire and develop skills of critical consideration, presentation and analysis of the journalism and media ethics.

Grading

5 % lecture attendance, 5 % discussion participation, 10 % work on the blog, 20 % seminar work, 60 % preliminary exams and/or final exam.

Week by Week Schedule

1. Anthropological-philosophical foundation of communication: interpersonal communication and social communication; subject, its veracity and morality/ethics in communication;
2. Philosophical ethics: definition of ethics; from Aristotle to the present day; Kant: morality from reason; paradigm: Sartre-Heidegger-Marcel/Levinas; contemporary ethical directions;
3. Deontology of journalism: term and definition;
4. Social communication ethics: foundation of the communication ethics; goals and standards of social communication ethics, journalism and media ethics;
5. Doctrinal content of journalism ethics: truth, objectivity, information source, professional secret, right of privacy, correction, professional integrity, copyright and plagiarism, the prohibition of war propaganda, promotion of democracy and peace;
6. Media ethics: ethics of the press; radio ethics; television ethics;
7. Ethics in advertising/promotion; ethics in the cinema/on film; ethics of public relations/spokesmanship, the new media (Internet - Facebook) - a new morality?;
8. Self-regulation and regulation of journalists: journalistic codes: differences between regulatory and self-regulatory acts; Code of Honour of Croatian Journalists (2009);
9. International journalistic codes: Declaration of Principles on the Conduct of Journalists; Munich Declaration, UNESCO International Principles of Professional Ethics in Journalism; Danish code of professional conduct; Journalistic Code of the Voice of America;

10. International journalistic codes: Declaration of Principles on the Conduct of Journalists; Munich Declaration, UNESCO International Principles of Professional Ethics in Journalism; Danish code of professional conduct; Journalistic Code of the Voice of America;
11. Introduction to law: international documents on human rights;
12. Right to privacy: protection of dignity, reputation and honor;
13. Protection of children in the media;
14. The right of access to information, the right of reply and correction;
15. The responsibility of the recipient - the view from the other side: the Decalogue of the Italian advisory council of media users.

Literature



AA. VV. (1998). Medijska istraživanja, 4(1998)1 - tema broja: Etika i novinarstvo, 29-59, Medijska istraživanja



BERTRAND, Claude-Jean (2007). Deontologija medija, Izvori, ICEJ, Zagreb



BRAJNOVIĆ, Luka (1997). Nauka o dužnostima novinara kao moralnoj obavezi, Hrvatska revija, 47(1997)2, 272-289.



LABAŠ, Danijel (2010). Luka Brajnović - od vjernosti sebi do vjerodostojnosti profesije, Medijske studije, 1(2010)1-2, 171-182.



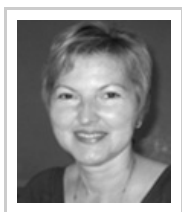
LABAŠ, Danijel ULDRIJAN, Ivan (2010). Može li dobro novinarstvo biti nemoralno? Pitanje odnosa kvalitete, etike i medijske pismenosti, LABAŠ, D. (ur.), Mediji i društvena odgovornost, 85-106., Hrvatski studiji, Zagreb

Ethics in Psychology

28713



Lecturer in Charge



Prof. dr. sc.
Jasminka Despot
Lučanin

ECTS Credits	2.0
English Level	L1
E-learning Level	L2
Study Hours	30

Course Description

The aim of the course is to introduce the students into the ethical principles, dilemmas and approaches to psychology as a profession, and to other professions. Students will acquire knowledge on basic theoretical approaches, ethical principles, the process of ethical decision making, meta-codes and codes of ethics. Students will learn about ethical aspects of psychological research, with special emphasis on research with children. This course should enable the students to acquire basic knowledge on ethical principles, as well as ensure ethical approach to their profession, and their future practice.

Course Type

- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (required course, 5th semester, 3rd year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Define the concepts of ethics, morals and values, as well as theoretical schools in ethics.
2. Differentiate the basic ethical principles.
3. Analyze the approaches of professional ethics and general principles of psychological ethics.
4. Compare the Code of Ethics of the Croatian Psychological Chamber and the Meta-code of Ethics of the European Federation of Psychological Associations.

5. Demonstrate, individually and in group, the analysis of ethical dilemmas in professional work with people.
6. Apply the ethical principles to different fields of professional practice (clinical, educational, organizational, etc.)

General Competencies

8. Integrate the knowledge of cultural differences and critically assess the general principles, standards of good practice and work which demonstrates respect for diversity in a professional manner.
14. Support interdisciplinarity, establishing and maintaining relationships with other professionals, as well as relevant organizations.
16. Organize and present professional and scientific reports based on empirical data using scientific literature and demonstrating respect for international standards, independently or in a team.
18. Evaluate and develop personal competences, knowledge and skills in accordance with the changes and the standards of the profession.

Grading

Students' achievement is continually evaluated through certain activities. A student can achieve a maximum of 50 points according to following arrangement: 10 points for regular class attendance, 20 points for group task presentation, and 20 points for end term test OR written exam. Points are turned into final grade as follows: 30-34 points = pass (2); 35-40 points = good (3); 41-46 points = very good (4); 47-50 points = excellent (5).

Week by Week Schedule

1. Introduction to psychological ethics.
2. History review: Moral principles and ethics.
3. Theoretical approaches and general ethical principles. Interdependence of the four principles.
4. Professional ethics, ethics in the helping professions - fundamental principles of the psychological ethics: respect for a person's rights and dignity, competency, responsibility, integrity.
5. Demonstration of ethical standards and comparison of codes of ethics: Croatian Psychological Chamber, American Psychological Association, European Federation of Psychological Associations.
6. Standards of ethical behaviour, ethical issues, ethical decision making, risk vs. gain relationship.
7. Research principles and ethical issues. Ethics in research on animals: Pavlov's dogs, Skinner's pigeons.
8. Ethics in psychological research: Deception in Milgram's obedience study.
9. Ethics in psychological research: role playing and simulation - stress and harm in Zimbardo's Stanford prison experiment.
10. Ethics in psychological research with children: from Pavlov, and Watson, and on. Ethical code and ethical issues.
11. Ethics in psychological research on the Internet.
12. Application of ethical principles in different fields of psychological practice: clinical, educational, organizational, etc.
13. Application of ethical principles in different fields of psychological practice: clinical, educational, organizational, etc.
14. Application of ethical principles in different fields of psychological practice: clinical, educational, organizational, etc.
15. Conclusion: What have we learned?

Literature



Kolesarić, V. (1996). O etičkom kodeksu Hrvatskog psihološkog društva. Hrvatski psihologijski glasnik, prosinac 1996., 11-14.



Dijete i društvo (2003), 5, 1, svi članci uključujući etički kodeks istraživanja s djecom na kraju časopisa.



Kodeks etike psihološke djelatnosti, Hrvatska psihološka komora, http://www.psiholoska-komora.hr/static/documents/dok_kodeks_etike.pdf

Evolutionary psychology

76067

Lecturer in Charge



Doc. dr. sc.
Ivana Hromatko

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

Course Description

Identification and understanding of basic principles of evolutionary theory and its implications in explaining a wide range of different human behaviors. Students shall be able to analyze and interpret behavior in terms of its function and adaptivity as well as to understand that behavior, much like our organs, is an evolved answer to selection pressures.

Course Type

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

Learning Outcomes

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

1. Define the basic principles of evolutionary theory;
2. Describe the functionalistic approach to human behavior analysis;
3. Analyze the selection pressures which could have shaped certain behaviors throughout our evolutionary history; and
4. Argue why can a certain behavior be considered an adaptation or its by-product.

Grading

Students activity and participation in discussions shall be evaluated throughout the semester, but the overall grade shall mostly be determined by the final exam.

Week by Week Schedule

1. What is human nature? How did it evolve? Darwinian analysis. Three Darwinian approaches to human behavior analysis: sociobiology, behavioral ecology, and evolutionary psychology.
2. Basics of evolutionary psychology. Groundbreaking discoveries and the usual misconceptions. Evolutionary stable strategies.
3. Testing the evolutionary hypotheses. Proximal and ultimate mechanisms. Evolutionary approach in different fields of psychology.
4. Testing the evolutionary hypotheses. Proximal and ultimate mechanisms. Evolutionary approach in different fields of psychology.

5. What is an adaptive design? Psychological or mental mechanisms? Problems of survival: food acquisition and selection, shelter and landscape preferences, predators and other environmental dangers.
6. Darwins theory of sexual selection. Triverss theory of parental investment. Sex differences in parental investment. Pregnancy sickness. Paternity uncertainty. Infanticide.
7. Darwins theory of sexual selection. Trivers's theory of parental investment. Sex differences in parental investment. Pregnancy sickness. Paternity uncertainty. Infanticide.
8. Finding a mate for reproduction. Long-term and short-term strategies and mate preferences. Sex differences. Jealousy.
9. Finding a mate for reproduction. Long-term and short-term strategies and mate preferences. Sex differences. Jealousy.
10. Hamilton's rule of inclusive fitness. Kin selection.
11. Living with others: sharing and reciprocity. Food sharing among hunter-gatherers. Are humans innately selfish?
12. Social domination and status. Alliances. Aggression. Sex conflict. Mariage and inheritance patterns.
13. Life-history theory. Brain size. Evolution of menopause. Celibacy and homosexuality. Darwinian medicine.
14. Machiavellian theory of intelligence.
15. Evolution of culture.

Literature



Buss, D.M. (2012). *Evolucijska psihologija: Nova znanost o umu*, Zagreb: Naklada Slap.

Exact Sciences in Croatian Culture

46221



Lecturer in Charge



Prof. dr. sc.
Stipe Kutleša

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

Teaching assistant
Prof. dr. sc. Stipe Kutleša

Course Description

Course objectives are to acquire the knowledge about development of exact sciences in the Croatian history and put that development in context of European science. It is important to consider the scientific achievements as a part of culture. In this sense an integral sight of the cultural heritage of one nation is offered to the students. The aim is also to stimulate curiosity in this area of research.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (required course, 6th semester, 3rd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Describe most important information about status of science in worlds scale.
2. Describe the knowledge about the development of the exact sciences in Croatian history.
3. Compare the development of science in the Croatian history and in present time with those in Europe and in the world.
4. Describe critically some periods, scientists and solution of some scientific problems.
5. Apply acquired knowledge.
6. Analyze and encourage to furthering their own research in this area.

General Competencies

History of science is a part of culture, therefore the acquired knowledge offer an integral sight into significance of science and understanding of worlds and national science in context of general culture.

Grading

Evaluation of the: seminars, tests, written and oral exams.

Week by Week Schedule

1. About science and its significance in culture.
2. European science in ancient times and in the Middle Ages.
3. The beginnings of the Croatian science - Hermann Dalmatian.
4. Other Croatian scientists in the Middle Ages.
5. The beginnings of European science in the New Age.
6. The Croatian science in the beginning of New Age.
7. The role od scientist from Dubrovnik in the development of Croatian and European science.
8. Roger Boscovich and his scientific achievements.
9. Other Croarian scientists in the 18th century.
10. Science in Croats in the 19th century.
11. The scientific institutions in Croatia in the 19th century.
12. Scientific terminology and the science written in Croatian language.
13. Science at the crossing between the 19th and 20th century.
14. Development of science in the first half of the 20th century.
15. Science in the second half of the 20th century.

Literature



Bazala, Vladimir (1978). Pregled hrvatske znanstvene baštine, Nakladni zavod Matice hrvatske, Zagreb



Dadić, Žarko (1982). Povijest egzaktnih znanosti u Hrvata 1-2., Sveučilišna naklada Liber, Zagreb



Dadić, Žarko (2010). Egzaktne znanosti u Hrvatskoj u ozračju politike i ideologije (1900.-1960.), Izvori, Zagreb



Kutleša, Stipe (2011). Ruđer Josip Bošković, Tehnički muzej, Zagreb



Kutleša, Stipe (2013). Iz povijesti hrvatske filozofije i znanosti, Matica hrvatska, Zagreb

Experimental Methods

86409

Lecturer in Charge



Prof. dr. sc.
Goran Milas

ECTS Credits	4.0
English Level	L1
E-learning Level	L3
Study Hours	30
	15

Teaching assistant
Sanja Budimir, dr. sc.

Prerequisites
Descriptive Statistics
Introduction to Scientific
Research

Course Description

The main objectives of the course are to introduce students to the basics of the experimental methodology and the different modalities of its use. Through lectures, students will get to know the basics of the experimental methodology, the reasons for its use, and basic designs through which it is applied. Students will also be acquainted with the way of conceiving experimental research and writing a report or research paper based on it.

Course Type

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

Learning Outcomes

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

1. Explain the experimental designs and different modalities of their use -
Analyze the different segments of experimental research approaches -
Evaluate the experimental studies - Apply experimental designs in their
own research - Create the research that will make advantage of the
experimental design
2. Analyze the different segments of experimental research approaches
3. Evaluate the experimental studies
4. Apply experimental designs in their own research
5. Create the research that will make advantage of the experimental design

General Competencies

Critically assess scientific knowledge for the purpose of generating research hypotheses and support the scientific approach to the acquirement of knowledge. Critically assess scientific and professional papers in the field of humanities, social sciences and biomedicine.

Analyze the assumptions and apply consistent methodological and statistical knowledge for the purpose of answering specific research questions, and determine the advantages and limitations of different research and statistical methods in psychology and related scientific disciplines.

Grading

Colloquia, seminars, attendance and oral exam.

Week by Week Schedule

1. Introductory remarks
2. The variables in the experiment
3. Control and validity
4. The validity of the statistical conclusions
5. Threats to statistical conclusion validity
6. Internal validity
7. Construct and external validity
8. Group design I: the control group and the assignment of respondents
9. Group design II: Types of group designs
10. The within subjects designs
11. Mixed design
12. The choice of the design, the design as a way to control the variance
13. Artifact in the experiment
14. Statistical analysis of the experiment I: simple ANOVA
15. Statistical analysis of experiment II complex ANOVA

Literature



Milas, G. (2005 ili novija). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap. (str. 105-215.; 617-650.)

Film and Religion

52737



Lecturer in Charge



Izv. prof. dr. sc.
Danijel Labaš

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

Teaching assistant

Izv. prof. dr. sc. Danijel Labaš

Course Description

The main goal of this course is to provide an insight into the basic theological knowledge and expertise in the field of film as an art form. The specific objective of this course is to enable students to understand the influence that the religious themes have had on the film industry, but also the desire of the film industry to answer some fundamental questions about the meaning of existence and life by means of religious themes. Another specific objective of the course is to teach students to recognize the explicitly and the implicitly religious in the film, and finally to write a film review and criticism on films that will be analysed.

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 6th semester, 3rd year)

Learning Outcomes

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

1. Analyze and compare the basic theological concepts and themes that appear in the film,
2. Classify basic film genres and sub-genres
3. Justify the importance of knowing the theological themes present in the film for the contemporary society,
4. Describe and explain different approaches to film,
5. Analyze and interpret various approaches to film criticism,
6. Apply the acquired knowledge in writing film reviews and criticism,
7. Evaluate contemporary film with religious themes,
8. Write a competent criticism or review of the film with the implicit or explicit theme.

General Competencies

Apply the knowledge of the basic concepts of communication sciences associated with film. Identify and describe the role and the place of religious film in the society. Reproduce, apply and explain the basic theory related to the religious film and the theological understanding of the film. Name and explain key events and people from the history of religious film.

Grading

5% - class attendance, 5% - taking part in discussions, 10% - work on the blog, 30% - preparing essays, 50% - preparing film reviews / criticism.

Week by Week Schedule

1. Introductory lecture, layout of the course, overview of the bibliography and students' obligations
2. The film analysis. Different methodological approaches to film: semiotics, psychology, sociology of the film;
3. Different approaches to film criticism: film criticism and the evaluation of films. Theological approach to film criticism;
4. Quiet quest for the religious one behind (Star Wars I-VI: God as a spiritual question; God as a field of energy; the riddle of the universe)
5. Fairy tales for a "starving audience": the difference between magic and religion (The Lord of the Rings I-III);
6. Signs that there is someone up there? The theological semiotics (Signs); Religious experience: coveted dreams or arguments that there is God, that God exists?(Contact);
7. The issue of the death penalty (Dead Man Waling);
8. Life after death? (Dragonfly);
9. God allows evil in the world? (Signs, Star Wars I III);
10. Miracles? (The Green Mile, The Third Miracle);
11. Redemption? (The Matrix, Matrix Reloaded, Matrix Revolutions);
12. The issues of contemporary bioethics, euthanasia (Život je more, Mar adentro);
13. Respecting the others (Ottavo giorno, Yo tambien);
14. Exorcism: is demonic possession possible? (Exorcism, Stigmata, The Rite)
15. Apocalypse and the end of the world (2012, The Independence Day, Book of Eli, Melancholia)

Literature



AA. VV. (2009). Enciklopedijski teološki rječnik, str. 1149-1181., 1187-1190., Kršćanska sadašnjost, Zagreb



LABAŠ, D. (2007). Film kao katehetsko sredstvo, Lađa, 2 (2007) 3, str. 40-45.



PETERLIĆ, A. (2001). Osnove teorije filma, Hrvatska sveučilišna naklada, Zagreb



RIMIĆ, R. (ur.) (2004). Vjera filmski ispričana, Dossier, Glas Koncila, br. 14 (1554), 4. 4. 2004.



STEINER, M. (1998). Isus u filmovima, Obnovljeni život, 53 (1998) 3, str. 353-362., Obnovljeni život, 53 (1998) 3, str. 353-362.

Forms of Communication in Journalism

37896



Lecturer in Charge



Izv. prof. dr. sc.
Nada Zgrabljic
Rotar

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	60

Teaching assistants
Suzana Peran Vrhovski,
Pred.
Tomislav Šovagović

Course Description

The aim of the course is to create in students the routine of writing and conducting objective journalistic news, reports and interviews, and teach them how to recognize events worth of publication, the method of acquisition of information and process of making an information a news story or report.

Course Type

- » Communication Sciences (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Communication Sciences (Study) (required course, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Demonstrate knowledge functioning of the media / editorial board.
2. Identify and write the required journalistic forms.
3. Demonstrate the ability to independently monitor course of events.
4. Demonstrate the skills of independent collection and processing of information.
5. Demonstrate the skills of independent news writing, reporting and interviewing.

Grading

Attendance and participation in exercises (30 percent), independent practical work (50 percent), oral exam (20 percent).

Week by Week Schedule

1. From events to the news, communication channels, making newspapers,
2. Working in editorial board, desk, sources of information,
3. Introduction to the objective journalist forms,
4. Quality news / flaws in news reports,
5. Types of news,
6. Ways of writing a news,
7. Flash news,
8. Standard news,
9. News in a row, news on the occasion,
10. Selective listening and reading,
11. Field reporting,
12. Shortening the text, quotes and citations,
13. Embargo, state secret - correction,
14. Rule of inverted pyramid - writing the headline,
15. Expanded news.

Literature



Bobić, D. (1987). Što s događajem: o umijeću novinskog obavještavanja, Zagreb: Informator



Grbelja, J.; Sapunar, M. (1993). Novinarstvo teorija i praksa, str. 83-195., Zagreb: MGC



The Missouri Group (2010). News Reporting and Writing, New York: School of Journalism University of Missouri, Columbia

Fundamental Problems of Philosophy

37710



Lecturer in Charge



Izv. prof. dr. sc.
Tomislav
Bracanović

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

Teaching assistant
Dušan Dožudić, dr. sc.

Course Description

The objective of the course is to introduce students to some basic problems in philosophy (e.g. the problem of knowledge, the body-mind problem, the problem of language and meaning, and the problem of Gods existence), and to demonstrate the appropriate way of reading and analysing philosophical texts (of authors such as Bertrand Russell, Rene Descartes, George Berkeley, Gilbert Ryle, Edmund Gettier, Willard V. O. Quine, John Locke and others), and to show them how to argue in philosophical discussions.

Course Type

- » Philosophy (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Identify and explain some of the central philosophical problems and theories
2. Construct and set forth a number of significant philosophical arguments, and to explain their importance
3. Compare various competing views related to problems discussed during the course

4. Evaluate such views, as well as a number of arguments proposed as their support

General Competencies

After they pass the exam, (1) the students will be able to understand a number of basic philosophical problems, and they will see what does it mean to do philosophy, (2) they will be able to independently read and analyze less demanding philosophical texts, (3) they will be able to apply the knowledge the course provides to future philosophical courses.

Grading

Seminar essay 15% of the final grade, written exam 50% of the final grade, oral exam 35 of the final grade.

Week by Week Schedule

1. Introduction
2. Knowledge and the external world: the common-sense realism and the reliability of the senses (I)
3. Knowledge and the external world: the common-sense realism and the reliability of the senses (II)
4. The classical sceptical arguments
5. Descartes methodological scepticism
6. Berkeley's refutation of materialism
7. The refutation of idealism (Russell)
8. Mind and body: the Cartesian dualism
9. Refutation of dualism
10. Descartes two arguments for Gods existence
11. Humes criticism of miracles
12. The philosophical problem of language
13. Lockes conception of language and meaning
14. Wittgensteins criticism of Augustinian conception of language
15. The closing discussion

Literature



Nigel Warburton (1999).
Filozofija: osnove, KruZak:
Zagreb



Simon Blackburn (2002).
Poziv na misao: Poticajni
uvod u filozofiju, AGM:
Zagreb



Osnovni problemi filozofije:
zbirka izvornih tekstova,
Dostupno u knjižnici i
kopiraonici Hrvatskih
studija.

Fundamentals of Cellular Biology and Genetics

115576

Lecturer in Charge



Prof. dr. sc.
Zdravko Petanjek

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

Course Description

The general objectives of the course are to learn of the role of genetic factors in the normal behavior and in the event of occurrence of mental illnesses and to understand the basic principles of cellular organization of the central nervous system. Specific objectives are elaborated according to the topics of teaching.

Course Type

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

Learning Outcomes

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

1. Identify the basic parts of the cell,
2. Explain the principles of translation and transcription, the role of proteins in cellular processes,
3. Explain the principles of inheritance, the methods of regulation of gene expression,
4. Apply the acquired knowledge to understanding the mechanisms of emergence and inheritance of hereditary diseases and disorders,
5. Use e-web materials in the field of cell biology and genetics in the preparation of presentations,
6. Develop a tree of inheritance of different genetic disorders (autosomal dominant-recessive, sex-linked),
7. Analyze the reviewed scientific articles in the field of mental disorder genetics,
8. Explain and present the role of genetic factors in behavior, especially in the development of mental disorders and abnormal behavior,
9. Identify the basic parts of the central nervous system at the microscopic level,
10. Identify the basic parts of neurons and types of glial cells.

General Competencies

Preparing the students to more easily master the subject matter in the area of biological psychology by expanding their knowledge of cellular biology and genetics and the cellular organization of the central nervous system. Developing a critical approach to the understanding of the relationship of genetic determination and the environmental psycho-social factors in shaping of the phenotype.

3. Determine the biological and neurobiological bases of mental processes and behavior.
5. Critically assessing the theoretical approaches to the study of individual differences.

Grading

Class activity - 10%, two preliminary exams - 60%, independent seminar assignment - 20%, written knowledge assessment - 10%.

Week by Week Schedule

1. The development of molecular biology methods and impact on the development of psychology as a profession. Cell structure: introduction to the basic structure and function of cell parts: nucleus, cytoplasm, cell membrane, ribosomes, endoplasmic reticulum, mitochondria, lysosomes, Golgi apparatus.
2. Cell membrane system. Cell research methods.
3. Krebs cycle and energy production: introduction to the basic principle of oxidative cycle (citric acid cycle), and the forms and ways of creating and storing energy. The role of phosphorylation in cellular neural signaling.
4. Amino acids: introduction to the basic types and chemical structure of amino acids, proteins - chemical structure of proteins and conformational states. The role of proteins in the body.
5. From the nucleic acid to the chromosome 1: understanding the structure of nucleic acids and their multiplication. From the nucleic acid to the chromosome 2: packaging of nucleic acid within the chromosome, histones, coding and non-coding regions.
6. What are genes? Protein synthesis: the importance and role of protein synthesis. Mechanisms and processes of protein synthesis: messenger RNA, transport RNA, ribosomal RNA.
7. DNA replication and repair. The cell cycle and cell division - cycles and mechanisms of mitosis.
8. Mitosis and meiosis: introduce the main differences between mitosis and meiosis, spermatogenesis, oogenesis. The relationship of genotype and phenotype: understanding the concept of gene and allele.
9. Prions, viruses, viroids; reverse transcriptase and retroviruses: the central dogma of molecular biology, methods of virus multiplication, virus insertion into the cell genome. Possibilities and ways of regulation of gene expression, mechanisms of regulation of gene expression, gene regulatory sequence.
10. Genetic imprinting and cytoplasmic genetic systems; cloning - understanding the term "cloning" and distinguishing real cloning from creating a large number of identical twins. Chromosomal mutations: mechanisms of chromosomal mutations. Chromosomopathy - mechanisms of chromosomopathies, Down syndrome, Patau syndrome, Edwards syndrome, Super female syndrome, Klinefelter's syndrome, Turner's syndrome.

11. The difference between monogenetic and polygenetic disorders, methylation as a mechanism of gene expression. (The role of genes in the pathology of the Huntington's and Alzheimer's diseases, the role of genes in the pathology of schizophrenia and manic-depressive psychosis - exploring the basic clinical picture, a critical evaluation of the hypotheses about the role of genes and/or environmental factors in the development of these disorders. The role of genes in the pathology of mental and neurological disorders. (The influence of environmental factors during brain development in individuals with a hereditary predisposition to develop psychological and neurological disorders, and the possibility of reducing the incidence of these disorders. The role of genes in the pathology of autism and epilepsy - exploring the basic clinical picture, a critical evaluation of the hypotheses about the role of genes and/or environmental factors in the development of these disorders.)
12. Gene expression and the theory of evolution of human brain. The role of genes in the normal development and the environmental impact on the expression. The structure of cell membranes; receptors and ion channels. Signaling mechanisms between the cells, types of ion channels, receptor-ion channel, membrane and cytoplasmic receptors.
13. The cell structure of the nervous system: morphological and functional properties of different types of neurons and glial cells. Signaling mechanisms. Synaptic mechanisms.
14. Cellular receptors. Neurotransmitters: definition and classification. Neurotransmitters: chemical structure and functional properties.
15. Membrane potential. Action potential.

Literature



Biologija stanice i genetika, web izdanje, Darmopil, S. i sur. aut., Hrvatski studiji, Zagreb, 2002.



Osnove stanične biologije i genetike skripta za studente, Knežević, M., Petanjek, Z., web izdanje, Hrvatski studiji, Zagreb.



PPT prezentacija (G) <http://oldweb.hrstud.hr/psihologija/biologoska/KOLEGIJI/IZBOR1/molSVE.pdf>



Slike stanične građe i genetike (G) <http://oldweb.hrstud.hr/psihologija/biologoska/KOLEGIJI/IZBOR1/molSLIKE.pdf>



Slike stanične građe i genetike (G) <http://oldweb.hrstud.hr/psihologija/biologoska/KOLEGIJI/IZBOR1/molSLIKE.pdf>

Fundamentals of Market Research

64552

Lecturer in Charge



Doc. dr. sc.
Ivan Burić

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

Lecturer
Ivan Balabanić, dr. sc.

Course Description

The aim of the course is to teach students the application and methods of the market oriented and advertising research. To introduce to them the basic terms and concepts of market and advertising together with the main research methods in the field. To train them on how to carry out main tasks and duties of market researchers.

Course Type

» Sociology (Study) (elective courses I., 5th semester, 3rd year)

Learning Outcomes

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

1. Define, classify and explain concept of the market in classical sociology.
2. Apply sociological models and methods for the purpose of market and advertising research.
3. Demonstrate process of market research with its basic division on exploratory, descriptive and causal research.
4. Contrast primary and secondary data and their sources.
5. Define and explain application of the market research.

General Competencies

Upon successfully passed exam, students will be able to:
 Design a simple research project.
 Use the computer software for the analyses qualitative data.
 Develop the research question related to the subject/process/phenomenon of social interest.
 Use different social sciences methods in the analyses of the relevant data.
 Employ the highest ethical norms in conducting of the social research with an aim of protecting the human subjects from any possible harm.

Grading

Obligatory class attendance and discussion; final written exam.

Week by Week Schedule

1. Introduction: sociologist as market researcher

2. Defining market in classical sociology
3. Market, market society and the process of marketization
4. Process of commodification
5. Application of sociological models and methods in market and advertising research
6. Basic concepts of advertising
7. Process of market research
8. Exploratory, descriptive and causal research
9. Primary and secondary data
10. Application of market research
11. Analysis of examples of qualitative research 1. part
12. Analysis of examples of qualitative research 2. part
13. Analysis of examples of quantitative research 1. part
14. Analysis of examples of quantitative research 2. part
15. Repetitions, preparations for the exam

Literature



Marušić, M., Vranešević, T. (2001) Istraživanje tržišta, Zagreb, ADECO.



Peračković, K. (2008) Društvo i (ili) tržište Sociološka konceptualizacija procesa marketizacije društva, Društvena istraživanja, 17/6; 975-998.

Gender, Sex and Human Rights

76167



Course Description

The goal of the course is to acquaint the students with the basic theoretical foundations of feminism and human rights of women, feminist critique of (liberal) human rights theories and practice, as well as with international and national mechanisms of the protection of the human rights of women and the typical violations of the human rights of women. The goal is also to develop the students' ability to critically analyse and evaluate the controversial questions of the theory and practice of feminism and human rights of women.

ECTS Credits	4.0
English Level	L3
E-learning Level	L1
Study Hours	15

Course Type

- » Sociology (Study) (elective courses (2), 2nd semester, 1st year)
- » Sociology (Study) (elective courses (2), 4th semester, 2nd year)
- » Sociology (Study) (elective courses (2), 6th semester, 3rd year)

Learning Outcomes

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

1. Define the concept of the human rights of women
2. Explain different feminist perspectives
3. Identify and explain different forms of violations of the human rights of women
4. Distinguish between and critically discuss the different feminist standpoints
5. Distinguish between and critically discuss different concepts of gender equality
6. Explain basic theoretical concepts of feminism and human rights of women
7. Identify and analyse violations of human rights of women in practice, their causes and consequences
8. Evaluate different policies and practices of the protection and the promotion of women's rights
9. Apply innovative solutions to the problems in theory and practice of women's human rights and reconstruct traditional canon of human rights

General Competencies

Use the general knowledge of society and of social processes.

Explain the initial assumptions of the different political, religious and cultural orientations.

Conform to a team work with co-workers from various disciplines, of different attitudes and value orientations.

Plan own engagement in resolving of the various social issues.

Explain the key structural factors that are shaping society.

Illustrate the social questions in the context of social class, ethnicity, gender, religion, capitalism, individualization, nationalism and globalization.

Explain the origin of social problems and conflicts while bearing in mind the ways in which the social order is maintained.

Grading

Active participation in class: 10%, oral exam: 20%, essay: 70%.

Week by Week Schedule

1. Introduction: Basic concepts of feminism and controversies in theory and practice
2. Feminist theories
3. Feminist critique of human rights
4. Multiculturalism and the universality of human rights (of women)
5. International system of the protection of the human rights of women
6. The UN Convention on the Elimination of All Forms of Discrimination against Women
7. Jurisprudence of the European Court of Human Rights
8. Protection of women's rights in Croatia
9. Feminist activism
10. Discrimination at work and in access to social services
11. Violence against women
12. Reproductive rights
13. Students' presentations
14. Hypothetical case (Moot Court)
15. Evaluation

Literature



I. Radačić (2008). *Feminism and Human Rights: The Inclusive Approach to Interpreting International Human Rights Law*, UCL Jurisprudence Review



C. Charlesworth i C. Chinkin (2000). *Human Rights*, Manchester University Press



I. Radačić (2012). *The European Court of Human Rights' Approach to Sex Discrimination*, European Gender Equality Law Review



D. Cornell (1998). *At the Heart of Freedom: Feminism, Sex and Equality*, Princeton University Press



C. Smart (1989). *Feminism and the Power of Law*, Routledge

General Psychopathology

38642

Lecturers in Charge



Doc. dr. sc.
Renata Glavak
Tkalić



Prof. dr. sc.
Slavko Sakoman

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

Course Description

To acquaint the students with characteristics of psychological disorders; epidemiology, diagnosis, and classification of mental disorders. To understand the basic notions in general psychopathology. To acquaint with the application of research methods in the study of abnormal psychology. To understand the methods of clinical assessment and methods of communicating with patients with mental health disorder.

Course Type

» Psychology (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Define general psychopathological conditions
2. Differentiate and describe the basic notions related to mental disorders
3. Classify psychological disorders into categories
4. Identify the terms of psychopathological epidemiology
5. Design the hypothesis within different theoretical approaches in psychopathology
6. Explain the specifics of different research methods in psychopathology
7. Plan research in the field of psychopathology
8. Apply the principle of confidentiality in the relationship between psychologist and patient
9. Apply knowledge on conducting clinical interviews
10. Support the application of ethical standards in the work with patients

General Competencies

Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.

Assess the mental status and classify the different diagnostic criteria for mental disorders.

Explain the fundamental principles of the ethics of psychology and relate the principles of the ethics of psychology to different areas of psychological practice.

Grading

Participation in class - 10%;

Seminar essay and its oral presentation - 20%;

Clinical interview - 10%;

First test - 30%;

Second test - 30%.

If a student does not take tests or achieve unsatisfactory result on one or both tests, student will take written exam that corresponds the tests by its scope, content and the ECTS.

Week by Week Schedule

1. Introductory lecture, history of psychopathology
2. Classification and diagnosis, the importance of classification
3. Paradigms in psychopathology and therapy
4. Methods of clinical evaluation: anamnesis, heteroanamnesis, mental status, clinical signs and symptoms, biological assessment, psychological assessment, reliability and validity estimates
5. Disorders of consciousness, disorders of attention
6. Disorders of memory and learning, disorders of intelligence
7. Affective disorders
8. Thought disorders
9. Disorders of morality
10. Disorders of perception
11. Disorders of volition
12. Disorders of self-awareness
13. Impulse disorders
14. Psychomotor disorders
15. Disorders of orientation

Literature



Begić, D. (2011). Psihopatologija. Zagreb: Medicinska naklada.



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



Kaplan, H. I., Sadock, B. J. (1998). Priručnik kliničke psihijatrije. Jastrebarsko: Naklada Slap.

Geographical Features of Croatia

61847



Lecturer in Charge



Izv. prof. dr. sc.
Nenad Pokos

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

Teaching assistant

Izv. prof. dr. sc. Nenad Pokos

Course Description

Getting to know the basics of geography of Croatia. Creating the positive and creative way of thinking and understanding the physical-geographic and human-geographic processes.

Course Type

- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (required course, 5th semester, 3rd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Show the spatial impact of certain processes.
2. Analyze the population distribution and population development.
3. Explain the economic and political connections between Croatia, Europe and World (the role of Croatia in European and World integrations).
4. Explain and apply the geographic knowledge of Croatia.

General Competencies

Forming the geographic way of thinking and demonstration of spatial impact of certain processes.

Grading

Lecture attendance 10%;
 First test 45%;
 Second test 45%.

Week by Week Schedule

1. Size, geographic location and symbols (flag and coat of arms of Croatia), territorial and administrative division of Croatia.
2. Relief of Croatia, karst, mountains, karst fields (karst polje), caves.
3. Climate of Croatia (temperature, precipitation, climate regionalization...) Vegetation in Croatia.
4. Inland waters (rivers, lakes, swamps).
5. Adriatic sea (creation, salinity, sea currents, winds, bays, isles).
6. Nature protection (national parks, parks of nature, strict reservations, special reservations).
7. Protected cultural heritage. Cultural heritage on UNESCO World Heritage List and on Tentative list. Traditional architecture.
8. Test.
9. Population of Croatia I (population dynamics, natural change, migrations).
10. Population of Croatia II (demographic structures age, sex, national, religious).
11. Urbanization of Croatia.
12. Traffic in Croatia (road traffic, railways, river traffic).
13. Economy of Croatia (agriculture, fishing, industry, mining, energetics).
14. Tourism of Croatia (tourist centres, religious tourism, health tourism).
15. Regionalization of Croatia.

Literature



Bognar, A. Geomorfološke osobine Republike Hrvatske. Geografski horizont br. 2, str. 16-25., Hrvatsko geografsko društvo



Magaš, D. Geografija Hrvatske, Sveučilište u Zadru i Izdavačka kuća Meridijani



Njegač, D. Zemljopisna i prirodna obilježja Hrvatske. U: Ekološki leksikon. str. 3-14., Ministarstvo zaštite okoliša i prostornog uređenja RH, Barbat



Ridanović, J. Hidrogeografske značajke Hrvatske. Geografski horizont br. 2, str. 36-48., Hrvatsko geografsko društvo



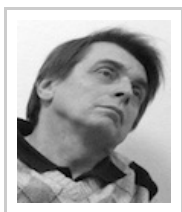
Šegota, T.; Filipčić, A. Klima Hrvatske. U: Klimatologija za geografe, str. 375-464., Školska knjiga, Zagreb

Greek

52214



Lecturer in Charge



Prof. dr. sc.
Josip Talanga

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	60

Course Description

Course objectives are to (1) familiarize students with basic grammatical forms of classical Greek; (2) introduce them to classical Greek philosophical terminology; (3) explain to them the influence of the ancient Greek philosophical terminology on Latin and Croatian terminology; (4) enable them to compare philosophical terminology in classical Greek, Latin, Croatian, English and German.

Course Type

» Philosophy (Dual-major studies Study) (latin or greek, 1st semester, 1st year)

Learning Outcomes

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

1. Identify the basic grammatical form and structure of ancient Greek sentence
2. Analyze elementary philosophical sentences in Greek
3. Explain and explain the basic philosophical terminology in ancient Greek
4. Recognize the development of philosophical problems exemplified by the development of philosophical terminology in ancient Greek, Latin, Croatian and other languages
5. Identify the crucial concepts of philosophers who wrote in classical Greek
6. Demonstrate the linguistic and substantial influence of ancient terminology on Croatian scientific terminology
7. Explain the importance of Aristotle's terminology for conceptual analysis and later development of scholastic method, exemplified by ancient Greek philosophical texts

General Competencies

After completing the course, students will be able to: (1) explain the basic philosophical concepts in the context of their linguistic origin; (2) analyze philosophical terminology within particular branches of philosophy in comparison to classical philosophical tradition; (3) recognize and evaluate the background meaning of philosophical terms in Croatian, Classical Greek and Latin language.

Grading

On the basis of regular attendance and active participation in classes, homework exercises, control tests and final tests.

Week by Week Schedule

1. Second declension; present active (first conjugation), auxiliary verb *einai*. Sentences for translation into Croatian (I-13).
2. Accents; enclitics; proclitics: *spiritus asper*; *spiritus lenis*; compounds; placement of the *spiritus*. Greek Sentences for translation into Croatian (I-17 + I-22).
3. First declension; second and first declension adjectives; mediopassive present; future; Greek questions. Translating from Greek (I-25 + I-12).
4. Inflection of adjectives; the imperfect of auxiliary verb *einai*. Sentences for grammar repetition (I-13 + I-26).
5. Exercises for repetition and preparation for the test. Sentences for translation into the Greek (I-5).
6. Consonant declension; the imperfect. Greek Sentences for translation into Croatian (I-26).
7. Comparison of adjectives and adverbs; sigmatic aorist. Greek Sentences for translation into Croatian (I-13).
8. Forms of the adjective *pas*; perfect and past perfect; augment; reduplication. Translation from Greek (I-8 + I-11).
9. Personal, reflexive and possessive pronouns. Greek Sentences for translation into Croatian (I-13); Exercises for repetition.
10. Demonstrative, relative, indefinite and interrogative pronouns; imperative. Sentences for translation (I-12); repetition for the test.
11. Numbers; participles and infinitives. Greek Sentences for translation into Croatian (I-5 + I-25).
12. Texts for translation: *Philosophia & Presocratics*.
13. A selection from Aristotle (*Metaphysica*, A 1 & G 1-2).
14. A selection from Aristotle's *Categories* and *De interpretatione*.
15. A selection from Aristotle's *Analytica priora* and *Analytica posteriora*.

Literature



D. Sabadoš, M. Sironić; Z. Zmajlović (1995). *Grčka vježbenica*, 15. izdanje, Zagreb: Školska knjiga



Z. Martinić-Jerčić; D. Matković (2010). *Prometej: udžbenik grčkog jezika*, 4. izdanje, Zagreb: Školska knjiga



Zdeslav Dukat (1990). *Gramatika grčkoga jezika*, 2. izdanje, Zagreb: Školska knjiga



August Musić (1961). *Gramatika grčkoga jezika*, 9. izdanje, Zagreb: Školska knjiga



Stjepan Senc (1910). *Grčko-hrvatski rječnik*, Zagreb

Greek drama

38871

Lecturer in Charge



Doc. dr. sc.
Maja Matasović

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

Teaching assistant
Doc. dr. sc. Maja Matasović

Course Description

The goal of this course is to introduce students to the world of Greek drama: where and how it began (including the account in Aristotle's Poetics), what were the rules of its composition, who are the most important poets and what are the most notable works. There will be talk of tragedy, comedy and the satyr play. Tragedy will be discussed through the works of Aeschylus, Sophocles and Euripides, comedy through Aristophanes and Menander, while the satyr play will be read in more famous fragments. Students will be acquainted with these works by text examples read during the class, as well as obligatory readings. Obligations of the students include: regular attendance, preparation and discussion of selected texts and passing the exam after the semester has finished.

Course Type

- » Latin language (Dual-major studies Study) (elective courses, 2nd semester, 1st year)
- » Latin language (Dual-major studies Study) (elective courses, 4th semester, 2nd year)
- » Latin language (Dual-major studies Study) (elective courses, 6th semester, 3rd year)

Learning Outcomes

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

1. Indicate the authors of dramatic works in Greek literature
2. Relate the basic informations of the authors' lives and conditions in which they have created their works.
3. Compare the linguistic and stylistic differences between tragic and comic texts, as well as differences between the works of the same kind in different periods of time.
4. Analyse the Greek dramatic works, in understanding of the Greek world view.
5. Describe the characteristics in style of various authors.
6. Explain the similarities and differences to today's understanding of drama and dramatic.
7. Indicate the actual importance of drama in today's world.

General Competencies

Students will be able to compare the dramatic works of Greek authors with the ones written in Rome. They will be able to describe the characteristics of these works (tragedy, comedy and the satyr plays). They will be able to analyse the development of the Roman dramatic literature while taking into account the level of development of Greek drama in the given period. They will be able to compose the scientific works regarding both Greek and Roman drama, to recognise Greek elements in the dramatic Roman texts, to understand the references to Greek drama and its authors which can be found in abundance in the Roman literature.

Grading

During the course of semester regular attendance is valued, as well as participation in discussing the selected texts. On the final exam the acquired knowledge is tested in writing and orally.

Week by Week Schedule

1. Introductory class on Greek drama: tragedy, comedy and satyr play. We shall speak of the common characteristics of these genres, of the cult of Dionysus and the origins of tragedy and comedy.
2. Theatre in ancient Greece: the situations in which drama is performed (the festivals of Dionysus), schedule of performing, the audience that attends the shows (accompanied by text examples).
3. Rules of Greek theatre: the layout of the theatre, the "taboos" of the stage, the conventions of performance, the aids used (parabasis, ekkyklēma, mēkhanē); accompanied by text examples.
4. Actors in Greek drama: masks, costumes, choruses; accompanied by text examples and the pictures of Ancient Greek vases. We discuss especially the problems of the number of actors in tragedy and comedy.
5. Characteristics of Greek tragedy, according to Aristotle's definition of tragedy in the Poetics. We mention the most important authors, characteristics of the plot and parts of a tragedy (accompanied by text examples).
6. Aeschylus: the first of the Great Three writers of tragedy and the author of the only surviving trilogy; his life and works, themes of the surviving plays and main style features (accompanied by text examples).
7. Sophocles: the second and allegedly most "classical" of the Great Three Greek tragic poets; his life and works, themes of the surviving plays and main style features (accompanied by text examples).
8. Euripides: the third and allegedly most tragic of the Great Three Greek tragic poets; his life and works, themes of the surviving plays and main style features (accompanied by text examples).
9. Satyr play: its origin, characteristics and relation to tragedy. We recount the surviving fragments of these works (accompanied by text examples).
10. Characteristics of Greek comedy, according to Aristotle's definition of tragedy in the Poetics, and the differences between Attic and Sicilian comedy. We mention the periods of development, most important authors, characteristics of the plot and language, as well as parts of a comedy (accompanied by text examples).
11. Aristophanes: the main representative of the Old Comedy; his life and works, themes of the surviving plays and main style features (accompanied by text examples).
12. Menander: the main representative of the New comedy; his life and works, themes of the surviving plays and main style features (accompanied by text examples).

13. Hellenistic period: the most important authors and works of the time and the popularity of theatre across the Greek world. We analyse the origin of drama in Rome and compare the works of Greek and Roman authors.
14. Drama in action: recreating the parts of a certain Greek drama while dealing with the practical problems of stage-action.
15. Summation class: review of the data acquired during the semester and resolving certain problems (according to the students' needs.)

Literature



Lesky, Albin (2001). Povijest grčke književnosti, Golden marketing, Zagreb



Levi, Peter (1988). Greek Drama u Boardman, John, Griffin Jasper, Murray, Oswyn (eds.): The Oxford History of Greece & the Hellenistic World, Oxford New York



Jedno djelo (u hrv. prijevodu) od svakog od 5 glavnih predstavnika (Eshil, Sofoklo, Euripid, Aristofan, Menandar)

Greek Influence on Roman Culture

86146

Lecturer in Charge



Doc. dr. sc.
Maja Matasović

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

Teaching assistant
Doc. dr. sc. Maja Matasović

Course Description

The goal of this course is to introduce students to the everyday world of the Romans. That allows them to understand the Roman literature more completely. Also, it gives them insight to the influence that the Greek culture exerted on the Roman, extremely profoundly in almost every aspect of life. Students will be acquainted with these influences through the lectures as well as by text examples read during the class. Obligations of the students include: regular attendance, preparation and discussion of selected texts and passing the exam after the semester has finished.

Course Type

- » Latin language (Dual-major studies Study) (elective courses, 1st semester, 1st year)
- » Latin language (Dual-major studies Study) (elective courses, 3rd semester, 2nd year)
- » Latin language (Dual-major studies Study) (elective courses, 5th semester, 3rd year)

Learning Outcomes

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

1. Distinguish the original Roman aspects from the Greek influence in the everyday life of Romans.
2. Describe a day in a life of a certain Roman class (senator, slave, woman...).
3. Indicate the areas of most profound influence of Greek culture upon the Roman.
4. Describe the functions, characteristics and specialties of a certain aspects of a Roman life (army, senate).
5. Identify the Greek terms and transcribe from alphabet to Latin script and vice versa.
6. Explain the importance of Greek culture in the development of the Western civilisation.

General Competencies

Students will be able to compare the authentic Roman features of the everyday life and culture with its Greek counterparts. They will be able to describe the characteristics, functions and specialties of the various aspects of Roman society. They will be able to compose the scientific works regarding both Greek and Roman world view in the various areas of culture, and to recognise the influence of Greek culture in the works of the Roman literature that they shall study throughout their education and work.

Grading

Student will be evaluated according to the accomplishment on his final exam (in writing and oral), as well as according to the regular attendance and participation during classes.

Week by Week Schedule

1. Introductory class on the location of Rome and its neighbours. We shall speak especially of the contacts with the Greeks, and of the taking over of the alphabet.
2. The greatest Greek influence is evident in the Roman religion, the subject of this class. We examine the most important beliefs, customs and deities.
3. The Roman housing: domus, insula, villa rustica, and comparison with the Greek housing.
4. Story of the Roman education and the role of Greek language and literature in it. We also discuss the Roman rites of manhood.
5. Organisation, equipment and the tasks of Roman army, in comparison with Greek military technique, especially the Spartan one.
6. The everyday life of the Romans, their dressing and food customs, in relation with the influence of the Greek customs (e.g. symposia).
7. The obligations and rights of a Roman citizen, conditions of becoming one, the formula of a Roman name; as well as the political system (in comparison with the Greek ones) and magistrates.
8. Roman law and the "underdog" classes: women and slaves; comparison of their positions in Greek and Roman society.
9. The overview of the Greek literature, an area with influence as big as that of Greek religion, with special focus on the works that influenced the Roman authors.
10. In continuation from the preceding class, we discuss the Greek philosophy and rhetoric and the influence it exerted on the Romans.
11. Greek colonisation enabled the contact between the Romans and the Greeks, and expanded the Greek culture throughout the Mediterranean world, as well as the coasts of the Black Sea and further. We also deal with the economy of the Greek and Roman civilisation.
12. We examine the contribution of Greek science to the Western civilisation, as well as the Roman calendar and the adaptations made in the time of Caesar.
13. The various pastimes of the Romans, especially festivities (both Roman and Greek), such as Olympian games, ludi Romani, dramatic festivals etc.
14. Greek art and architecture and its influence on the Roman, mentioning the most important artists and their works.
15. Summation class: review of the data acquired during the semester and resolving certain problems (according to the students' needs.)

Literature



Sastavili Sabadoš-Sironić-Zmajlović Anthologia Graeca i Chrestomathia Graeca, više izdanja - bilješke o autorima, Školska knjiga, Zagreb



CARCOPINO, J. (1981). RIM u razdoblju najvišeg uspona carstva, Naprijed, Zagreb



JURIC, Ante (2001). Grčka: od mitova do antičkih spomenika, Andromeda, Rijeka



KALIN, Boris (1996). Povijest filozofije (str. 76-111.), Školska knjiga, Zagreb



prir. Škiljan, Dubravko et al. (1996). LEKSIKON ANTIČKIH AUTORA, Latina & Graeca - Matica hrvatska, Zagreb

History and Culture of Ancient Egypt

94019



Lecturer in Charge



Doc. dr. sc.
Mladen Tomorad

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

Course Description

The aim of this course is to: introduce students with the main knowledge related with the history and culture of the Ancient Egypt.

Course Type

- » History (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (required course, 1st semester, 1st year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Outline the main events related with the history of Ancient Egypt.
2. Name the historical sources related with Ancient Egyptian history.
3. Review the most important historical characters of the Ancient Egyptian history.
4. Identify cause - consequence relations related with the main themes of the Ancient Egyptian history.
5. Relate processes of the development of the Ancient Egyptian state with the similar processes of the other civilizations of the Ancient world.
6. Identify the most important people of the Ancient Egyptian history.
7. Explain the most important cultural and artistic achievements of the Ancient Egyptians.
8. Relate the knowledge of mythology and religion of the Ancient Egyptians.
9. Describe the development of the funerary customs of the Ancient Egyptians.

General Competencies

After successful course students will be able to:

define the historical processes about the certain periods of the Ancient Egyptian history,
 summarize the basic facts about the Ancient Egyptian history,
 name the main characters which marked the Ancient Egyptian history,
 structure the list of the relevant literature about the certain periods of the Ancient Egyptian history,
 reproduce clearly and concise the main outline of the historical events of the Ancient Egyptian history,
 review the main historical processes and explain cause-consequence relations between the historical events and historical processes of the Ancient Egyptian history
 identify the main interpretations of the historical events and processes in the Ancient Egyptian history,
 discuss the context of the historical events and show the importance of the interdisciplinary review of the various topics of the Ancient Egyptian history,
 and point out the historical processes in various periods of the Ancient Egyptian history.

Grading

Obligatory class attendance 30%;
 Colloquium I 35% + Colloquium II 35% or
 Written exam 70 %.

Week by Week Schedule

- I. Geographical position, territorial and administrative division of the Ancient Egypt.
2. Ancient Egyptian society and everyday life.
3. Review of the history and culture of the Ancient Egypt - introduction.
4. Pre-dynastic period: cultures of the Upper Egypt (Badari, Naqada I-III), cultures of the Lower Egypt (Buto, Maadi).
5. Dynasty and the unification of the Ancient Egypt. Pre-dynastic and early dynastic centers (Abydos, Hierakonpolis, Naqada, Memphis). Early rulers (Scorpion, Narmer, Aha, Menes).
6. The Early dynastic period (Dynasties I-II). Centers, locations, tombs in Abydos, religious centers.
7. The Old Kingdom (Dynasties III-VI. The development of the funerary customs: mastabas, step pyramids, pyramids. Rulers: Djoser, Snofru, Khufu, Khafra, Menkaura, Unas, Pepi II. Sources, religion, sites, art.
8. The First intermediate period (Dynasties VII-middle of the XI dynasty). The period of crisis. Texts.
9. The Middle kingdom (the middle of XI dynasty-XIV dynasty). Re-unification of the land (XI dynasty). Rulers of XII dynasty. New period of crisis (XIII-XIV dynasty). Sources, religion, sites, art. Thebes.
10. The Second intermediate period (Dynasties XV-XVII). Hiksos (XV dynasty). The other dynasties (XVI-XVII). Sources, religion, sites, art.
11. The New Kingdom (Dynasties XVIII-XX). The unification of the land, expansion to the East. Rulers of the XVIII dynasty (Amosis, Hatshepsut, Thutmose III, Amenhotep III, Amenhotep IV, Amarna period, Horemheb). Rulers of the XIX dynasty (Sety I, Rameses II). XX dynasty: Rameses III. Crisis of the XX dynasty. Sea peoples. Sources, religion, locations, art. The new burial customs - rock-cut tombs. The Valley of the Kings, The Valley of the Queens. Thebes.

12. The Third intermediate period (Dynasties XXI-XXV). Period of crisis. Assyria. Sources, religion, sites, art.
13. The Late period (Dynasties XXVI-XXXI). XXVI Saite dynasty. The New Babilonian kingdom. Persia. Sources, religion, sites, art.
14. Hellenistic period. Alexandar III of Macedonia. Ptolemy I Soter, Ptolemy II. Alexandria. Cleopatra VII, Caesar and Marc Anthony. Octavian and the end of pharaonic Egypt. Sources, religion, sites, art.
15. The Roman period. Roman rule. Caesars. The way of life. The new types of burials. The Byzantine rule. The Arab conquest of Egypt. Sources, religion, sites, art.

Literature



Tomorad M. (2012). Povijest i kultura starog Egipta, Zagreb: Hrvatski studiji. (PowerPoint prezentacije)



Tomorad, M. (2012). Povijest i kultura starog Egipta od prapovijesnog razdoblja do arapskog osvajanja, Zagreb: Hrvatski studiji



Uranić, I. (2005). Stari Egipat: povijest, književnost i umjetnost drevnih Egipćana, Zagreb.



Tomorad, M. (2008). Historiografski problemi kronologije staroegipatske povijesti u hrvatskim povijesnim znanostima i nastavi povijesti, Povijest u nastavi 11 (proljeće 2008), Zagreb, 31-66.



Tomorad, M. (2009). Staroegipatsko nazivlje: problematika, specifičnosti i uporaba u hrvatskim povijesnim znanostima i nastavi povijesti, Povijest u nastavi, 14 (jesen 2009), Zagreb: 111-133

History and Culture of the Greek and Roman World

93908

Lecturer in Charge



Doc. dr. sc.
Mladen Tomorad

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

Lecturer
Vlatka Vukelić, dr. sc.

Course Description

Introducing students with the history and culture of the oldest civilizations of ancient Egypt, the eastern Mediterranean (Media, Persia, Hellenistic kingdoms), Greece, Etruria and Rome.

Course Type

- » History (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (required course, 1st semester, 1st year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Describe the most important events related to the history and culture of Greece and Rome,
2. Explain the historical origins of Greece and Rome,
3. Explain the context of the theme of Greek and Roman history,
4. Reproduce causal link related to certain topics Greek and Roman history and culture,
5. Compare the processes of development of various city-states and kingdoms in the territory of Greece and the Aegean Sea, Italy and the wider Mediterranean area,
6. Name the most important figures of Greek and Roman history,
7. Name the most important cultural and artistic achievements of Greek and Roman civilization,
8. Explain the differences in religion and mythology of Greece and Rome.

General Competencies

After successfully graduating student will be able to:

1. identify the most important person and institutions in the Croatian and the World history,
2. compile a list of literature for each historical period,
3. tell what is the interpretation of history,
4. distinguish difference between important and non-important facts within, historiographic interpretation,
5. interpret a historical sources,
6. appraise the value of historiographic interpretations.

Grading

Active students will be monitored throughout the semester. Classes is required to attend. The evaluation will be carried out continuously, based on activities in teaching and understanding of the issues and colloquia.

Week by Week Schedule

1. View the history and culture of ancient Greece: Greek colonization tribes, Cyclades, Minoan culture, Cretan-Mycenaean culture, the Greek-Trojan War (Iliad, Odyssey), dark period, archaic period, the classical period, the Hellenistic period; everyday life, writing, language, sources, religion and mythology, culture and science.
2. View the history and culture of ancient Rome to the end of the fourth century: the Etruscans, Roman Kingdom, the Roman Republic, Roman Empire; everyday life., letter, language, resources, religion and mythology, culture and science.
3. The history and culture of the Greek world.
4. The geographical position of the Greek city-states and cultures Aegean area.
5. The geographical and climatic characteristics space. Sources.
6. The settling of the Greek tribes. Cyclades. Minoan culture.
7. Cretan-Mycenaean culture. Troy and the Trojan War. Iliad and the Odyssey.
8. Greek religion and mythology.
9. Dark and archaic period of Greek history.
10. Classical Greece. Media and Persia. The Persian Wars, the Peloponnesian War.
11. Greek history during the fourth BC Strengthening of Macedonia, Philip II. and Alexander III. Great.
12. Diadochi wars. Hellenism.
13. The history and culture of the Roman world.
14. Geographical position. The geographical and climatic characteristics space. Sources.
15. The peoples of the Apennine peninsula. Etruscans.

Literature



Erskine A (2009). A Companion to Ancient History, Malden-Oxford-Victoria



Grupa autora (1974). Velika ilustrirana povijest svijeta, vol. 1-7., Otokar Keršovani, Rijeka



Carcopino J. (1981). Rim u razdoblju najvišeg uspona carstva., Naprijed, Zagreb



Lisičar, P. (1971). Grci i Rimljani, Školska knjiga, Zagreb.



Suić, M. (2003). Antički grad na istočnom Jadranu, Golden marketing - Tehnička knjiga, Zagreb

History and Theory of Film

64441

Lecturer in Charge



Izv. prof. dr. sc.
Danijel Labaš

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15
Teaching assistant	Željka Biondić

Course Description

The aim of the course is to familiarize the students with the emergence and historical development of film and film art and the most important theories in this regard.

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 5th semester, 3rd year)

Learning Outcomes

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

1. Define, explain and apply the basic concepts of communicology associated with the film;
2. Recognise and describe the role of film in the society guided by its historical development;
3. Reproduce, apply and explain the basic theory of film as applied throughout history;
4. Classify and explain the history and prehistory of the film;
5. List the key figures in the history of cinema;
6. Indicate and explain the basic technological innovations and changes throughout the history of film.

General Competencies

Apply the knowledge of the basic concepts of communicology associated with the film; Identify and describe the place and role of film in the society; Reproduce, apply and explain the basic theory of film; Indicate and explain the key events and processes in the history of film.

Grading

Lecture attendance, literature reading and participation in discussions with the teacher and the colleagues (50% of the final grade), seminar assignment (25% of the final grade) and the final exam (25% of the final grade).

Week by Week Schedule

1. The beginnings of cinema and film, from the Lumières to Griffith; silent film, the climax and the ending, (1920's) and the divas of the silent film; sound film, film and color.
2. The beginnings of cinema and film from the Lumières to Griffith.
3. Silent film, the climax and the ending.
4. The stars of silent film.
5. The stars of silent film.
6. Sound film.
7. The realism of sound film.
8. Orson Welles.
9. Orson Welles.
10. Film genres: comedy.
11. Film genres: western.
12. Film genres: crime film.
13. Film genres: musical.
14. Documentary film.
15. Documentary film.

Literature



JUGOSLAVENSKI
LEKSIKOGRAFSKI ZAVOD
MIROSLAV KRLEŽA,
Filmska enciklopedija,
Zagreb, 1986



PETERLIĆ, Povijest
filma, rano i klasično
razdoblje, Hrvatski filmski
savez, Zagreb, 2008



PETERLIĆ, Osnove teorije
filma, Filmotek 16, Zagreb,
1982



TURKOVIĆ, Razumijevanje
filma, Grafički zavod
Hrvatske, Zagreb, 1988



GILIĆ, Filmske vrste i
rodovi, AGM, Zagreb, 2007;
TURKOVIĆ, Suvremeni
film, Znanje, Zagreb, 1999

History of Croatian Philosophy

38842

Lecturer in Charge



Prof. dr. sc.
Stipe Kutleša

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15
Teaching assistant	
Prof. dr. sc. Stipe Kutleša	

Course Description

Course objectives are: (a) to acquaint students with the most significant representatives of Croatian philosophy and the problems they were interested in, (b) to instruct them about conceptual and methodological principles and problems of Croatian philosophical historiography, (c) to draw their attention to the place of particular Croatian philosophers within the general history of philosophy, and (d) to acquaint them with selected shorter texts of the most important Croatian philosophers.

Course Type

- » Philosophy (Dual-major studies Study) (elective courses, 6th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (required course, 6th semester, 3rd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Describe the basic approaches to and methodological principles of the history of Croatian philosophy
2. Identify the most important representatives of both older and newer Croatian philosophy and to enumerate their most important works
3. Describe in their own words the most important theses of individual Croatian philosophers
4. Describe Croatian philosophy in the context of the general history of philosophy

5. Recognize and point to the historical and cultural relevance of individual Croatian philosophers

General Competencies

After completing the course, students will be able to: (1) develop additional capacity for historical approach to philosophical problems; (2) use the writings of Croatian philosophers in order to illustrate philosophical problems and their possible solutions; (2) explain the importance of the study of philosophy for understanding areas like the history of natural sciences or the history of literature.

Grading

On the basis of: (a) attendance, (b) grades of two tests during the semester, (c) grade of the seminar presentation, (d) grade of the oral exam.

Week by Week Schedule

1. Introduction: Conceptions of the history of Croatian philosophy (2+0)
2. Older Croatian philosophy: review (2+0)
3. Herman Dalmatin (1+1)
4. Matija Vlačić (1+1)
5. Frane Petrić (1+1)
6. Nikola Vitov Gučetić (1+1)
7. Ruđer Bošković (1+1)
8. Test
9. Newer Croatian philosophy: review (2+0)
10. Franjo Marković (1+1)
11. Gjuro Arnold (1+1)
12. Albert Bazala (1+1)
13. Vuk-Pavlović (1+1)
14. Vladimir Filipović (1+1)
15. Test

Literature



F. Zenko (ur.) (1997). Starija hrvatska filozofija, Školska knjiga, Zagreb



F. Zenko (ur.) (1995). Novija hrvatska filozofija, Školska knjiga, Zagreb

History of Croatian Theatre

37469



Lecturer in Charge



Doc. dr. sc.
Viktoria Franić
Tomić

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

Course Description

The subject dealing with the history of the Croatian theatre is concerned with basic literary and theatrical problems. They are mostly associated with the development of the dramaturgy and theatre sciences through the centuries in the connection with the analysis of specific dramatic texts as well as the theatrical performances. The studying of this subject will be concentrated in the Croatian cultural history. Participants will be introduced in various methodological problems of theater historiography and they will be trained for critical application of new approaches to contemporary theatre as well as to the history of the performing arts and their synthetic nature. Based on the structure of Croatian theater, based on the knowledge of poetics students will acquire a system of knowledge about the Croatian theater with particular insight into the history of it and its relations with other European theater, then also theatre of classical Greece to the latest achievements in this genre of literature. The course includes a working visits of the students to at least three theatrical performances or during the rehearsals. Course objectives include: acquiring of the fundamental knowledge of the theater, which will be presented as an overview of the focal points of the history of dramatic literature and also of the processes of making theatrical performances in Croatian cultural history. Acquisition of basic knowledge and skills connected with the interpretation of dramatic texts as well as theatrical context will help students to build systematic knowledge on this matter. Examples from the history of Croatian theater and drama will enable the students to consolidate their methodological approach based on chapters on the per formative dimension of dramatic texts. Special accent will be given to the problems of the science dealing with the composition of dramatic texts and then to their qualities that are close to the acting and performing of those texts.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (required course, 5th semester, 3rd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)

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

Learning Outcomes

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

1. Describe the history of the Croatian theater
2. Assess of the current forms in contemporary theatrical life
3. Apply basic knowledge about the science on theatre in the description of the acted and performed texts
4. Apply dramaturgical knowledge during the description and analyzing drama texts
5. Analyze the relationship between the history of Croatian and other European theaters
6. Analyze theater iconography
7. Compare the canonical system of Croatian works with those of Western European cultural heritage
8. Analyze the different forms of theatrical arts in other arts

General Competencies

After completion of the course, students will acquire proficiency in the methodology of theater historiography and come in the possession of the basic knowledge needed for the interpretation of dramatic texts and the circumstances of theater performances. Students will learn about the development of the Croatian theater and after the end of this course they will be able to participate in its contemporary appearance.

Grading

The success of the student is evaluated on the base of written and oral exam, but also on active participation in lectures, theatre visits and writing the papers.

Week by Week Schedule

1. Introduction to the Croatian Theatre Studies. The survey of the most important chapters of the theory of drama and thoughts about theater practice. Renaissance thought about the theater. Classicist theory of drama. The crisis of bourgeois drama during the XIXth century and the reforms of the twentieth century: Craig, Artaud, Brecht. Croatian writers on theater: Demeter, Šenoa, Miletić, Gavella, Zuppa
2. Greek tragedy: theory and practice. Echoes of antique theatre in Croatian literature. Tragic in the writings of European thinkers of the twentieth century. The theme of Antigone in Croatian dramatic literature: Drago Ivanišević, Tonči Petrasov Marović, Miro Gavran. Other echoes of ancient theater in Croatian theater. The ancient Greek theater at Vis.
3. Comedy writers in the time of old Greece and Rome and their impact on the Croatian writers. Držić's *The Miser* and Plaut' *Aulularia*. Question of twins in Držić's *Pjerin*. Twins as a theme in world literature. Aristophanes as a forerunner of political theater. Menander and question of character. Comedies of Molière in Dubrovnik in the XVIII century.
4. Medieval theater and its relations to the drama of antiquity. Theological writers on the theater: Jerome, Augustine, Thomas Aquinas. The development of drama in the Croatia during the early and late Middle Ages. *Missale antiquissimum* from Zagreb and its staginess and theatricality. The *Passion of St. Margaret* as an example of a medieval drama figure and its theatrical reading of its signs.

5. Croatian theater before Marin Držić. Generic system of Renaissance drama in Italy and Croatia. Mavro Vetranović: Analysis of eight dramas. Orphic theme in European literature. Abraham's sacrifice of Isaac in Croatian and other European literatures. Nalješković and Držić: The genesis of Držić's *Novela od Stanca*. Hanibal Lucić and the question of drama *The Slave Girl*. *Moreška* as a part of folk theatre. *Moreška* in the Korčula version as the text and as a contemporary performance for tourists.
6. Marin Držić: one exemplary Renaissance life. Questions raised by his biography. The Držić's life and works as an inspiration for younger literary texts of numerous Croatian writers: From Milan Šenoa to Stjepan Miletić, Miroslav Krleža and Marijan Matković, Hrvoje Hitrec and Slobodan Šnajder.
7. Renaissance tragedy and the beginnings of baroque style. Problem of Držić's *Hecuba*, Sabo Gučetić's *Dalida* and *Elektra* by Dominko Zlatarić. Women in the Croatian theater: an analysis of the Šibenik document on a 1615 performance in the nunnery. The birth of opera and libretto as a part of new music theatre. New music drama and its echoes in Croatian tragicomedy of the 17th century. The theme and forms of Palmotić's theater and its relationship to the contemporary theatre.
8. Theatrical iconography in Croatia: the ideal city with theatrical scenes (Dubrovnik 1518th). Croatian theaters and their architects. Theatre ceremony in Osor. Building of the Hvar Theatre in 1612. Younger documentation of this theatre. Building of cities and national theatres in Croatian bigger towns during the nineteenth century. National theater in Zagreb its history. Theatres in Osijek, Split, Varaždin, Rijeka, Zadar. Dubrovnik and Šibenik. The development of theater architecture in the modern time: View of the main figures in the field of set design from humanism to today. Croatian set designers in the 19th and 20th Century. A visit to the archive of the Institute for the History of Croatian theater in Zagreb, Opatička street.
9. Calderon drama *Life is a dream*, *La Vida es sueno* and her Croatian adaptation named *Vučistrah* and written by Peter Kanavelića 1682. Croatian baroque dramas based on Italian librettos and its influences on the romantic theatre of Demetrije Demeter. Đurđević's *Judith* and other *Judiths* on Croatian stage. European Theatres and its reformers in the eighteenth century. The Myth of Nikola Zrinski as an object of popular theater as well as the paradigm of the national drama. Kukuljević as dramatist.
10. Miletić's book *Croatian theatre and its relation to the European theater reforms of its time*. Theatre of Ivo Vojnović and his European forerunners Ibsen in *Equinox* and Pirandello in *Prologue of unwritten drama*. Vojnović and the myth of decay of civilization in *Trilogy of Dubrovnik*. Croatian dramatists of the "moderna" movement: Tucić and others. The growing importance of theater directors. Cases of Max Reinhardt and Branko Gavella. Theatrical writings of Branko Gavella.
11. Dramas of Miroslav Krleža. Legends and Krleža's inspiration in the motives of the agony of romanticism. *Salome* as a comparative problem. Analysis of the political event in Zagreb of the 1918th and his theater echoes. *Glembays* of Miroslav Krleža in the European context and the reasons for their retrograde dramaturgy. Krleža's lecture in Osijek. Osijek as a place for the reaction of Radovan Ivšić against Miroslav Krleža. Krleža's *Aretheus* and the question of dramatic art in modernism. Krleža's text on the dramatic repertoire and the actuality of that text.
12. Radovan Ivšić Theatre. Poetics of surrealism in the theater and other avant-garde movements in the relation with the theatre reforms. Mejerhold in Russia. Futuristic manifestos written by Tomaso Marinetti and their influences on Kamov. Expressionism in Croatian theater. Josip Kosor and his dramatic work. Ranko Marinković: *Gloria*. The reactionary reactions to this drama and its potential readings.

13. Ivo Brešan Hamlet in the Mrduša Donja, village in the Middle Dalmatia. Shakespeare's Hamlet and various persiflage of this classical drama. Jarry King Ubu. Eliot's essay on Hamlet. Kott's texts on Shakespeare. Another dramas by Brešan. Ivan Kušan: Svrha od slobode (The end of freedom). Fragmentary technique in the biographical dramas of Slobodan Šnajder : Kamov Smrtopis and The Držić's Dream.
14. Croatian theater critics. Overview of the most important critical texts in the nineteenth and the twentieth century. Practicum: writing theater criticism. Analyzing of the most important and the most successful pieces of Croatian theatre criticism: Ranko Marinković, Marijan Matković, Peter Brečić, Dalibor Foretić, Marija Grgičević, Nikola Batušić, Boris Senker... Latest Croatian playwrights in the mirror of criticism: Miro Gavran, Lada Kaštelan, Mate Matišić and others.
15. Theater festivals in the twentieth century and their concepts. Dubrovnik Summer Festival and its history. Other Croatian theater festivals. The Days of Marul as a mirror in the contemporary Croatian drama and theater. Days of Hvar Theatre. Days of Kruleža in Osijek. Theatre Ltd as an important step in the Europeanization of Croatian theater repertoire in sixties and seventies of 20th Century. The overview of the most prominent Croatian theatre Directors: Gavella, Raić, Strozzi, Spaić, Habunek, Violić, Paro, Juvančić, Kunčević, Dolencić...

Literature



Nikola Batušić (1978).
Povijest hrvatskoga
kazališta, Zagreb: Školska
knjiga



Silvio d'Amico (1972).
Povijest dramskog teatra
[preveo Frano Čale],
Zagreb: Nakladni zavod
Matice hrvatske



Slobodan Prosperov Novak
i Josip Lisac (1984).
Hrvatska drama do
Narodnog preporoda, [sv.
I-II], Split: Logos



[priredio B. Senker] (2000).
Hrestomatija novije
hrvatske drame, [sv. I-II],
Zagreb: Disput



Viktoria Franić Tomić
(2011). Tko je bio Marin
Držić, Zagreb: Matica
hrvatska

History of Media Communications in Croatia

28467



Lecturer in Charge



Prof. dr. sc.
Mijo Korade

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant
Martell Vukušić, dipl.nov.

Prerequisites
Media and Communication
History

Course Description

The aim of the course is to give the students a chronological overview of historical development of Croatian media - from the time of the first newspaper in Croatia until the appearance of radio and television as new media of informing the public. Instruct them to use historical documents stored in Croatian libraries and archives, and introduce them into methods of scientific and media presentation of research results.

Course Type

- » Communication Sciences (Study) (required course, 3rd semester, 2nd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. List and explain most important turning points in history of Croatian journalism.
2. Classify and categorise key periods in history of Croatian journalism and their relation to political, social and economical turmoil, as well as on technological progress.
3. List the most important historical figures that made mark in Croatian journalism.
4. Demonstrate the ability to perform tasks of short research in some of the subjects related to history of media communication in Croatia.
5. Demonstrate a capacity to present own research results based on the adopted theoretical knowledge of the history of media communication and discuss the research.

General Competencies

Apply knowledge of the basic concepts of journalism;
Specify and explain key events and processes in the history of Croatian media communication or journalism,
explain and analyze political, social and economic turmoil and their influence on the development of journalism in Croatia,
knowledge of and application of fundamentals of usage of historical materials in Croatian libraries and archives,
application of basics of scientific and media presentation of research results.

Grading

Attendance, required reading and taking part in discussions with professor and the colleagues (25% of the final grade), student paper (25% of the final grade) and exam (50% of the final grade).

Week by Week Schedule

1. Interdisciplinary approach in research on history of journalism and media communication in Croatia.
2. On the limes of cultural history - history of public media, political history and informational sciences.
3. First media of public communication: why have the first three centuries of journalism avoided Croatia?
4. Origins of Croatian journalism: spirit of germanisation and censorship.
5. Gaj and journalism in the period of national revival.
6. Press and revolutions of 1848/1849 and first voices of democracy.
7. Origins of sensationalism.
8. Most important features of Croatian journalism in second half of XIX century: do newspapers turn modern?
9. Party journalism in the XIX century: newspapers as a tool of propaganda.
10. Humour and satire in journalism: origins and peaking.
11. Croatian journalism of the late XIX century in the spirit of resistance towards assimilation into Hungarian culture.
12. Journalism of labour movement.
13. Journalism of diaspora.
14. Journalism before the WWI.
15. New media of public information.

Literature



Josip Horvat (2003).
Povijest novinstva
Hrvatske: 1771.-1939.,
Zagreb: Golden marketing-
Tehnička knjiga.



Milan Moguš (1997). Počeci
hrvatskog tiskarstva. U:
Almanah hrvatskog
tiskarstva, nakladništva,
novinstva, bibliotekarstva i
knjižarstva s adresarom.
Zagreb: Horizont Press,
Kratis, str. 23-26.



Branko Juričević (1997).
Počeci knjige u Hrvatskoj,
U: Almanah hrvatskog
tiskarstva, nakladništva,
novinstva, bibliotekarstva i
knjižarstva s adresarom.
Zagreb: Horizont Press,
Kratis, str. 74-90.



Božidar Novak (1997.),
Novinstvo, U: Almanah
hrvatskog tiskarstva,
nakladništva, novinstva,
bibliotekarstva i knjižarstva
s adresarom. Zagreb:
Horizont Press, Kratis, str.
130-224.



Bilješke s predavanja

History of Medieval Philosophy

79249

Lecturer in Charge



Doc. dr. sc.
Anto Gavrić

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

Course Description

Introduce students to the philosophy of the Middle Ages (5th – 16th century) studying the period of Western philosophy characterized by very fruitful discussion between philosophy and Christianity. The debates between the Greek rationality and the Judeo-Christian and Islamic beliefs transformed the philosophical investigation, opening up new horizons and new perspectives. History of philosophy of the Middle Ages studies the documents that transferred the thought of the Middle Ages and interprets their relationship with the cultural realities of that period, in order to make them more fruitful for better understanding of the development of Western philosophy. Special emphasis is placed on 13th and 14th centuries and thinkers who created systems of great philosophical interest, and may be regarded as representatives of the most important results of interaction between philosophy and theology (Albert the Great, Bonaventure, Thomas Aquinas, etc.). Chosen approach of the course will reveal the influence of ancient Greek philosophy, some authors of the patristic period (Augustine, Boethius, Pseudo-Dionysius the Areopagite) and Arab philosophers and commentators (Al-Farabi, Al-Kindi, Al-Ghazali, Avicenna, Averroes). The 14th century, marked by Master Eckhart, Dante Alighieri, John Duns Scotus and William Ockham, represents a fundamental break in medieval thought, opening up important perspectives toward modernity. The course aims to provide an introduction to the broad range of philosophical disciplines: logic, cosmology, metaphysics, ethics, aesthetics, anthropology, political philosophy, etc. Lectures are arranged by thematic units, with a short historical context.

Course Type

» Philosophy (Dual-major studies Study) (elective courses, 6th semester, 3rd year)

Learning Outcomes

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

1. List and explain the different schools and philosophical currents in the Middle Ages and outline some features of each school
2. Distinguish important philosophers and their major works
3. Explain how knowledge is transmitted and how some works of Greek and Arab philosophers circulated to Europe and also how some important works and commentaries were translated into Latin
4. Explain the definitions of key concepts relevant for understanding of the teachings of respective authors and outline the development and reception of essential concepts, definitions and authors coming from Greek, patristic and Arab world

5. Identify several fundamental topics
6. Analyze the philosophical texts of medieval philosophers
7. Reconstruct and evaluate the essential theses and arguments of some most important authors
8. Distinguish and evaluate presented reasons “pro” and “contra” of medieval method of discussion (quaestiones disputatae)
9. Compare some actual philosophical questions in the context of the history of medieval philosophy

General Competencies

As part of the undergraduate program the course aims to familiarize students with the most important schools and the most important authors of the Middle Ages and the diversity of their teachings and reflections on specific topics through deeper study of selected texts by certain authors. Read and interpret philosophical texts of medieval authors in a systematic way, understand some essential concepts and definitions, discover diverse approaches and reflections on selected topics, understand the method in which the authors set the thesis and present arguments. Show students that medieval philosophy is also relevant for understanding of the scientific culture in the West, how it is rediscovered by contemporary philosophy and in which way medieval philosophy could be actual today also.

Grading

30% class attendance and participation in exercises, 50% tests and essay, 20% oral exam.

Week by Week Schedule

1. Introduction
2. Prejudices about the Middle Ages and medieval philosophy
3. Happiness [Boethius, *De consolazione philosophiae*]
4. Beautiful and Beauty (Pulchrum – Pulchritudo) [Pseudo-Dionysius the Areopagite, *De divinis nominibus*, cap. IV; Thomas Aquinas, *Summa theologiae* I, q. 5 (De bono in communi)]
5. Time [Augustine, *Confessiones*, XI; Maimonides, *Dux perplexorum* I, 71; Thomas Aquinas, *De aeternitate mundi*]
6. What is a man? - Anthropological formulations [Bonaventura, *Breviloquium* II, cap. 9-11]
7. Metaphysics of the Person
8. Christian Socratism [Francesco Petrarca, *The Ascent of Mont Ventoux*]
9. Women Philosophers [Christine de Pizan, *The City of Ladies*]
10. Love [Andreas Capellanus, *De amore*; Peter Abelard, *The Letters of Abelard and Heloise*; Dante Alighieri, *Divine Comedy: Inferno*, 5; *Purgatorio*, 17-18]
11. Philosophy of Language
12. Transcendentals [Thomas Aquina, *De veritate* I, 1]
13. Truth
14. Philosophy/Metaphysics and Theology - Philosophy and Faith [Ibn Sina (Avicenna), *Metaphysics* I, chap. 1-3; Ibn Rushd (Averroes), *On the harmony of religion and philosophy* (*Kitāb faṣl al-maqāl*); Bonaventura, *Itinerarium mentis in Deum*; Thomas Aquinas, *What is Philosophy?*, *Commentary on the Metaphysics of Aristotle*, prooemium; John Duns Scotus, *Quaestiones super libros metaphysicorum* I; Nicholas of Cusa, *De docta ignorantia*]
15. Philosophy of God [Anselm of Canterbury, *Proslogion*; Thomas Aquinas, *Summa theologiae* I, q. 2 („quinqua viae“); John Duns Scotus, *Tractatus de primo principio*]

Literature



Stjepan Kušar (1996).
Srednjovjekovna filozofija
(Hrestomatija filozofije, sv.
1-2), Školska knjiga, Zagreb



Etienne Gilson (2011).
Filozofija u srednjem vijeku
(sv. 1), Demetra, Zagreb



Frederick Copleston (1989).
Istorija filozofije II:
Srednjovjekovna filozofija,
BIGZ, Beograd



Claudio Moreschini (2009).
Povijest patrističke
filozofije, Kršćanska
sadašnjost, Zagreb



Anthony Kenny (2005).
Medieval Philosophy,
Oxford University Press,
Oxford

History of the Croatian Standard Language

37466



Lecturer in Charge



Prof. dr. sc.
Branka Tafra

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

Teaching assistant
Petra Košutar, dr. sc.

Course Description

The main objective of this course is to provide the students with a comprehensive description of the history of Croatian standard language in one place. In order to obtain an integral image of this phenomenon, the students will firstly adopt basic concepts of the theory of standard language with a special emphasis on the delimitation of concepts of literary and standard language. History of the Croatian standard language will be accessed in two ways: from the perspective of the so-called external linguistic history and from the perspective of internal linguistic history. The students will see the developmental path of Croatian standard language, while the main emphasis will be on the Croatian philological production over the centuries, as well as the basic features of development of language standards (grammatical, lexical and graphic). Through compiling seminar papers, the students will be encouraged to explore the abundant literature in this area, to an interdisciplinary approach to the problems of the history of the Croatian standard language, as well as applying the knowledge acquired through their education.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » Croatian Studies (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Differentiate and learn basic terminology of the theory of standard language;
2. Explain the developmental path of the Croatian standard language;
3. Analyze and identify contemporary language issues in the Croatian standard language based on the diachronic image of this phenomenon;
4. Create and present a quality seminar paper on the history of Croatian standard language.

General Competencies

Adopting basic facts of the history of the Croatian standard language and getting an integrated perspective on Croatian standard language on diachronic and synchronic levels.

Grading

Knowledge and adoption of subject matter will be monitored during the course (active participation, oral presentations and tests), and at the end of the semester there will be a written test and oral examination.

Week by Week Schedule

1. Standard language: terminology and nomenclature
2. The relations between standard language and its dialectal basis
3. The foundations of Croatian standard language
4. The beginnings of language standardization
5. Four streams of literary language development
6. History of spelling and orthography
7. Geographical and functional expansion of Stokavian dialect in literary works of the 18th century
8. The standardization of Croatian language in the context of standardization of Slavic languages
9. Period before Croatian national revival
10. National revival between ideology and linguistics
11. The official position of the Croatian language
12. Philological schools in the 19th century
13. Croatian standard language at the turn of the 20th century – disruption or stabilization?
14. A century of struggle for the survival – Croatian and Serbian as two separate languages
15. Croatian language today – a look from the outside and inside

Literature



Oczkova, Barbara (2010).
Hrvati i njihov jezik,
Školska knjiga, Zagreb



Vince, Zlatko (2002).
Putovima hrvatskoga
književnoga jezika,
Nakladni zavod Matice
hrvatske, Zagreb



Brozović, Dalibor (1970).
Standardni jezik, Matica
hrvatska, Zagreb



Brozović, Dalibor (2006).
Neka bitna pitanja
hrvatskoga jezičnoga
standarda, Školska knjiga,
Zagreb



Tafra, Branka (1993).
Gramatika u Hrvata i
Vjekoslav Babukić, Matica
hrvatska, Zagreb

History of Zagreb

61897



Lecturer in Charge



Izv. prof. dr. sc.
Darko Vitek

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

Teaching assistant
Izv. prof. dr. sc. Darko Vitek

Course Description

The aim of the course is to acquaint the student with the basic historical data and processes that determine the history of Zagreb and enable them to independently study the history of Zagreb. Over the course will specifically encourage independent student work.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective courses, 4th semester, 2nd year)
- » Croatian Studies (Study) (elective courses, 6th semester, 3rd year)
- » History (Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Study) (elective courses / working groups, 6th semester, 3rd year)

Learning Outcomes

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

1. Identify relevant historical events and processes of the history of Zagreb.
2. Explain the causes of historical development of Zagreb.
3. Demonstrate the ability to write and presentations of independent work on the history of Zagreb.
4. Compare the historical development of Zagreb with other cities.
5. Formulate the elements of the historical development of Zagreb.
6. Compose a written report on the history of Zagreb.

Grading

Active, independent work and a written exam.

Week by Week Schedule

1. Introduction. The concept of the city throughout history.
2. The Area of Zagreb in prehistory.
3. The Area of Zagreb in classical period.
4. Medieval Zagreb.
5. Zagreb and the Ottoman conquest.
6. Early Modern development of Zagreb.
7. The modernization and industrialization in Zagreb.
8. Zagreb in World War I.
9. Zagreb in World War II.
10. The development of Zagreb in socialist Yugoslavia.
11. Showing Zagreb in literature.
12. Showing Zagreb in painting.
13. Urban Development of Zagreb.
14. Everyday life in Zagreb.
15. Concluding discussion.

Literature



Franjo Buntak (1996).
Povijest Zagreba, Nakladni
zavod Matice hrvatske



Ivo Perić (2006). Zagreb od
1850. do suvremenog
velegrada, Muzej grada
Zagreba



Nada Klaić (1982). Povijest
Zagreba, Liber

Human Rights

51214

Lecturer in Charge



Doc. dr. sc.
Ivana Radačić

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

Course Description

The goal of the course is to acquaint the students with the historical development as well as political and philosophical foundations of human rights, the main concepts, ideas and controversies of the discipline, as well as the international, regional and national systems of human rights protection, so that they could apply in practice the knowledge gained. That way, the students will be encouraged to work for the promotion and the protection of human rights in their daily and professional lives.

Course Type

» Sociology (Study) (elective courses I., 1st semester, 1st year)

Learning Outcomes

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

1. Define basic human rights
2. Explain the basic theoretical concepts of human rights
3. Distinguish the different human rights theories
4. Identify and analyse violations of human rights in practice, its causes and consequences
5. Evaluate different human rights policies and practices
6. Apply innovative solutions to the problems in human rights theory and practice and reconstruct traditional canon of human rights
7. Argue the importance of the values of dignity and equality, the basic values of human rights

General Competencies

Use the general knowledge of society and of social processes.

Explain the initial assumptions of the different political, religious and cultural orientations.

Conform to a teamwork with co-workers from various disciplines, of different attitudes and value orientations.

Plan own engagement in resolving of the various social issues.

Explain the key structural factors that are shaping society.

Illustrate the social questions in the context of social class, ethnicity, gender, religion, capitalism, individualization, nationalism and globalization.

Grading

Written exam: 80%, active participation in class: 10%, essays: 10%

Week by Week Schedule

1. Historical development, political and philosophical foundations of human rights
2. International human rights law
3. Universalism and cultural relativism
4. UN system
5. Regional systems and the European Court of Human Rights
6. Human rights protection in Croatia
7. The role of civil society in protection and promotion of human rights
8. Monitoring and reporting on human rights
9. Freedom from torture
10. The right to education
11. The right to equality
12. Women's rights
13. Children's rights
14. Hypotetical case
15. Evaluation

Literature



W. Benedek i M. Nikolova (2005). Razumijevanje ljudskih prava: Priručnik o obrazovanju za ljudska prava, Mreža za ljudsku sigurnost, ETC Graz i Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo



J. Nickel Human Rights, Stanford Encyclopedia of Philosophy



I. Radačić (2009). Načelo rodne ravnopravnosti u međunarodnom pravu: Prema uključivom poimanju, Centar za ženske studije



J. Donnelly (2003). Universal Human Rights in Theory and Practice, Cornell University Press



M. Ishay (2007). The Human Rights Reader, Taylor and Francis

Hungarian History

38069



Lecturer in Charge



Doc. dr. sc.
Ivana Jukić

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

Course Description

The course objectives are to describe Hungarian past and relate it to the history of neighbouring countries and European history in general. Due to the fact that Croatia was in centuries long political union with Hungary, course will analyze and compare histories of both countries and demonstrate how they influenced each other and created perception of the Other.

Course Type

» History (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Explain complexity of Hungarian past from 9th to 21st Century.
2. Define major issues of the Hungarian past shaped by its geographic position.
3. Relate events and person important for Hungarian past.
4. Explain cause and effect relations of different events within Hungarian past.
5. Demonstrate how different processes were conditioned by Hungarian geopolitical status.
6. Compare events in Hungarian past with Croatian experiences.
7. Evaluate contributions of Hungarian culture to European civilization.

General Competencies

After finishing the programme student will be able to:
 outline in clear and simple way the major historical events from ancient to contemporary times;
 explain cause and effect relations of historical events and processes;
 construct a historical context;
 compare historical processes of different periods;
 differentiate specificities of historical periods;
 combine a different historical processes.

Grading

The final grade will be result of class activity and attendance. The final exam is written exam.

Week by Week Schedule

1. Class overview, schedule, requirements.
2. The Coming of Magyars and Honfoglalás.
3. The Arpad Family and Establishment of Kingdom in Central Europe.
4. The Anjou Family and the Power of the Kingdom.
5. The Lands of the St. Stephan's Crown 895/896-1382: historiographic differences.
6. The Central European Vision of Sigismund of Luxemburg 1382-1437.
7. The making of Monarchy of the Nobles 1437-1526.
8. The Lands of the St. Stephan's Crown 1437-1526.
9. Within the Habsburg Monarchy 1527-1606.
10. With Habsburgs, against Habsburgs.
11. The Lands of the St. Stephan's Crown 1527-1723.
12. Mother, Son and the Monarchy: Hungary and Enlightened Absolutism 1723-1790.
13. The Awakening, Revolution and War for Independence 1790-1849.
14. Neo-Absolutism, dual Monarchy and the Fall.
15. The Lands of the St. Stephan's Crown 1790-1918.

Literature



Laszlo Kontler (2007).
Povijest Mađarske: tisuću
godina u Srednjoj Europi,
Srednja Europa, Zagreb



Peter Hanak i suradnici
(1995). Povijest Mađarske,
Barbat, Zagreb



Dinko Šokčević (2006).
Hrvati u očima Mađara,
Mađari u očima Hrvata:
kako se u pogledu preko
Drave mijenjala slika
drugoga, Naklada P. I. P.
Pavičić, Zagreb

Inferential Statistics

37813

Lecturer in Charge



Doc. dr. sc.
Mislav Stjepan
Žebec

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

Course Description

Introducing students to the basic concepts of inferential statistics and enabling them for statistical inference from sample to population, using basic parametric and non-parametric procedures; Explaining Central Limit Theorem and its implications on calculation of confidence intervals for μ , and on various forms of t-tests. Generating students adoption of statistical power concept, its importance, determinants and calculation in various test situations. Generating students systematic insight in prerequisite assumptions of specific inferential test and their application in proper choosing of parametric/nonparametric procedures for statistical hypothesis testing. Training the students skill for autonomous usage of parametric/non-parametric statistical tests for central tendencies measures, dispersion measures or correlation. Preparing students for critical analyzing of professional and scientific texts employing the basic inferential statistics procedures.

Course Type

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

Learning Outcomes

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

1. Distinguish statistical from non-statistical inference
2. Interpret and use one-tailed and two-tailed statistical hypothesis testing;
3. Generalize the basic logic of rejecting and not rejecting the null hypotheses (H_0) at t-test on all other tests (F, χ^2)
4. Reproduce derivations of test statistics and the characteristics of related theoretical distributions
5. Identify prerequisite assumptions of specific inferential tests and by using them properly decide to use or not the specific test.
6. Explain the errors in statistical testing and the importance of statistical power concept
7. Apply parametric and non-parametric statistical procedures for testing the hypotheses on central tendency, dispersion and correlation measures.
8. Calculate the confidence interval for central tendency, dispersion and correlation measures.
9. Evaluate advantages and limitations of specific hypotheses testing procedures applied in solving an research problem, and evaluate the selection of the most appropriate procedure.

General Competencies

10. Judge scientific and professional papers in the field of social sciences, humanities, and biomedicine.
11. Analyze the assumptions and apply consistent methodological and statistical knowledge for the purpose of answering specific research questions, and determine the advantages and limitations of different research and statistical methods in psychology and related scientific disciplines.
18. Evaluate and develop personal competences, knowledge and skills in accordance with the changes and the standards of the profession.

Grading

- Class attendance - up to 12% of the course grade;
 Quiz tests - up to 18% of the course grade;
 Two mid-term written tests - up to 46% of the course grade;
 Oral exam - up to 24% of the course grade;
 Additional points- up to 5 % of the course grade.

Week by Week Schedule

1. Introduction to Inferential statistics course syllabus; Probability sampling, kinds of samples and sampling distributions; Parameters and statistics; Basic logic of statistical hypotheses testing; Null-hypothesis (H_0) and alternative hypotheses (H_1)
2. One-tail and two-tail H_0 testing: normal and other sampling distributions; Central Limit Theorem; z- versus t- distribution at H_0 testing on mean; Confidence interval for μ
3. General assumptions on t-test between two means; Dependent samples t-test: definition, research frame, H_0 , sampling distribution. Testing procedure in dependent samples t-test (small and large samples).
4. Independent sample t-test: definition, research frame, H_0 , sampling distribution. Assessment of standard error of mean difference (small and large samples) in relation to homogeneity of variance (Behrens-Fischer problem)
5. Confidence intervals for mean differences and variance; Type I, and Type II errors in statistical tests; Introduction to statistical power.
6. General assumptions on proportion t-tests; Proportion t-test on one (large) sample confidence interval for p ; Proportion t-tests for 2 independent (large) samples and related confidence interval; Proportion t-tests for 2 dependent (large) samples; bootstrapping methods for parameter assessment: definition, purpose, basic logic and examples.
7. Statistical power calculation for 1 sample mean, for difference between two independent sample means, and for difference between two dependent sample means; Pearson correlation hypotheses testing. Testing the hypotheses on difference between two Pearson rs (dependent and independent samples).
8. Statistical power at Pearson r. Hypotheses testing on: (i) linear regression coefficient, (ii) difference between two linear regression coefficients, (iii) multiple correlation and multiple regression coefficients, (iv) partial correlations, and (v) other alternative correlation coefficients (point-biserial, biserial, and rank)
9. χ^2 -distribution and χ^2 -test: definition and importance; χ^2 -test at one-way classification (inductive derivation, H_0 , general formula, calculation). χ^2 -statistic and prerequisite assumptions.
10. χ^2 -test at two-way classification (typical situation, H_0 , general formula, calculation); Contingency tables 2x2 and Yates correction. Discussion on minimal f_t and one-tail/two-tail H_0 testing. Contingency coefficients (C , Φ , Φ_c).

11. Prerequisite assumptions, advances and limitations of non-parametric statistic based on rank variables; Two Independent samples testing on rank order variables: Run test, Median test, Wilcoxon's rank-sum test.
12. Siegel Tukey test of variability equivalence at two independent samples; Three or more independent samples testing on rank order variables: Expanded median test, Kruskal-Wallis test.
13. Two dependent samples testing on rank order variables: Sign test, Wilcoxon's Matched pairs Signed rank test; H_0 testing on difference among three or more dependent samples with dichotomized variables - Cochran Q test
14. Three or more dependent samples testing on rank order variables: Friedman's Rank test, Ferguson test.
15. Test.

Literature



Petz, B. (1997). Osnovne statističke metode za nematematičare. Jastrebarsko: Naklada Slap.



Howell, D.C. (1997). Statistical methods for psychology. Belmont, CA: Duxbury Press.

Informatics in History

38061



Lecturer in Charge



Doc. dr. sc.
Mladen Tomorad

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

Course Description

The aim of this course is to introduce students the IT programmes for text processing and the databases (Word, Excel, Access), and with advanced searching for the relevant information related with the historical scientific research on the Internet. Students will also learn how to use mailing lists and forums, and how to access on-line database related with arts and humanities.

Course Type

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

Learning Outcomes

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

1. Demonstrate the knowledge of the work and exercise in the MS Office programmes
2. Describe the relevant information for the historical research and learning on the Internet,
3. Review the relevant information for the historical research and learning on the Internet
4. Explain the importance for the collecting and presenting historical facts through digital media
5. Describe historical contents on the Internet: primary sources and secondary sources
6. Review the credibility of the historical sources published on digital media

General Competencies

After the successful study students will be able to: compose the list of the relevant literature for historical periods, write essay about the various historical themes, and review the necessity for the interdisciplinary view of the various historical topics.

Grading

Class attendance 20% of the grade,
Word exercises 35% of the grade,
Excel exercises 15% of the grade,
Powerpoint presentations 30% of the grade.

Week by Week Schedule

1. Introduction to the course
2. MS Word: Exercise I - text processing.
3. MS Word: Exercise II - CV.
4. MS Word: Exercise III - CV.
5. MS Word: Exercise IV - Tables.
6. MS Word: Exercise V - Footnotes and References.
7. MS Excel: Exercise I - tables.
8. MS Excel: Exercise II - graphs.
9. Databases on the Internet.
10. Powerpoint presentations.
11. MS Powerpoint: Exercise I.
12. MS Powerpoint: Exercise II.
13. MS Powerpoint: Exercise III.
14. MS Powerpoint: Exercise IV.
15. Final remarks and discussion.

Literature



Tomorad, M. (2005). Web stranice s povijesnim sadržajima i njihova primjena u nastavi povijesti, *Povijest u nastavi*, 5: 51-60.



Tomorad, M. (2006). Primjena informacijskih tehnologija u nastavi povijesti, *Zavičajna povijest u interkulturalnom kontekstu - Opatija 27-29. studenog 2003.*, Zagreb: 109-120.



Nikolić, Z. (2008). Uvod u studij povijesti: historiografski praktikum, Zagreb



Baze primarne građe (izvori) www.the-orb.net

Informatics Practicum

45831



Lecturer in Charge



Izv. prof. dr. sc.
Danijel Labaš

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

Course Description

The aim of the course is to familiarize and train the students to independently work with a computer when writing and editing texts, work on searching databases and working with databases, and work with computer networks (the Internet).

Course Type

- » Communication Sciences (Dual-major studies Study) ((required) general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Dual-major studies Study) ((required) general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) ((required) general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Dual-major studies Study) ((required) general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Dual-major studies Study) ((required) general foundation courses, 3rd semester, 2nd year)
- » Croatian Studies (Dual-major studies Study) ((required) general foundation courses, 5th semester, 3rd year)
- » History (Dual-major studies Study) ((required) general foundation courses, 1st semester, 1st year)
- » History (Dual-major studies Study) ((required) general foundation courses, 3rd semester, 2nd year)
- » History (Dual-major studies Study) ((required) general foundation courses, 5th semester, 3rd year)
- » Latin language (Dual-major studies Study) ((required) general foundation courses, 1st semester, 1st year)
- » Latin language (Dual-major studies Study) ((required) general foundation courses, 3rd semester, 2nd year)
- » Latin language (Dual-major studies Study) ((required) general foundation courses, 5th semester, 3rd year)
- » Philosophy (Dual-major studies Study) ((required) general foundation courses, 1st semester, 1st year)
- » Philosophy (Dual-major studies Study) ((required) general foundation courses, 3rd semester, 2nd year)
- » Sociology (Dual-major studies Study) ((required) general foundation courses, 1st semester, 1st year)
- » Sociology (Dual-major studies Study) ((required) general foundation courses, 3rd semester, 2nd year)

- » Sociology (Dual-major studies Study) ((required) general foundation courses, 5th semester, 3rd year)
- » Communication Sciences (Study) (required course, 1st semester, 1st year)
- » Croatian Studies (Study) (required course, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (required course, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Apply the basics of working on a computer.
2. Apply and work with the MS Office suite (MS Word, MS Excel, MS Power Point).
3. Use different independent Internet tools for scientific-research methods in the social sciences and humanities (database searching, retrieval and use of resources).
4. Identify the advantages of distance learning (e-learning).
5. Independently use online applications.
6. Apply and respect the different methodologies and perspectives on specific issues and problems.
7. Collect, investigate and critically read scientific literature.

General Competencies

Apply, classify and distinguish the professional terminology in the research area of social sciences and humanities.

Grading

50 % exercises, 50 % written exam.

Week by Week Schedule

1. Introductory lecture - introduction to the course subject matter and student obligations.
2. Introduction to the Windows operating environment: interface, orders, tasks.
3. Understanding the university system of authentication and authorization infrastructure (AAI@EduHr).
4. Work with the MS Office suite: word processing in MS Word.
5. Working with the MS Office suite: Working with tables in Excel.
6. Working with the MS Office suite: preparing presentations in PowerPoint-in.
7. Working with Internet browsers (Internet Explorer, Mozilla Firefox, Google Chrome).
8. Working with Internet browsers (Internet Explorer, Mozilla Firefox, Google Chrome).
9. Internet communications.
10. Basic use of databases (Library of the Croatian Studies, National and University Library).
11. Techniques for searching and organizing the information downloaded from the databases.

12. The use of electronic mail.
13. Security of computer and information systems.
14. Security of computer and information systems.
15. Final knowledge assessment.

Literature



Cox, J., Labert, J. i Frye, C.
(2010). Microsoft Office
2010: Korak po korak.
Zagreb: Dobar plan



Težak, Đ. (2002).
Pretraživanje informacija na
internetu. Zagreb: Hrvatska
sveučilišna naklada



Tkalac Verčić, A., Sinčić
Čorić, D. i Pološki Vokić, N.
(2010). Priručnik za
metodologiju istraživačkog
rada: kako osmisliti,
provesti i opisati
znanstveno ili stručno
istraživanje. Zagreb: M.E.P.

Introduction to Clinical Psychology

38645

Lecturer in Charge



Doc. dr. sc.
Anita Lauri-
Korajlija

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

Course Description

The aim of the course is to provide students with the basics of clinical psychology, which includes: defining the field of clinical psychology, introduction to the activities of clinical psychologists, general overview of the historical development of clinical psychology, clinical approach, the key issues of assessment and measurement in clinical psychology, and specific of research in clinical psychology.

Course Type

» Psychology (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Define and evaluate the criteria for defining normality.
2. Compare the field of clinical psychology with other areas of psychology and related disciplines.
3. Compare and analyze the differences and similarities between different theoretical systems in clinical psychology
4. Explain the specifics of the clinical approach.
5. Assess critically the basic principles and methods of psychological assessment.
6. Distinguish and evaluate specific clinical interventions.
7. Distinguish different activities of clinical psychologists.

General Competencies

6. Classify basic theoretical approaches and principles of psychological assessment and counselling in various areas of applied psychology.
7. Assess the mental status and classify the different diagnostic criteria for mental disorders.

Grading

During the course, activities are scored as follows: regular attendance - 5 points; essay - 15 points; one test 30 points; written exam - 50 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.

Week by Week Schedule

1. Introduction to the course
2. Defining abnormal behavior
3. Mental health, mental illness and mental disorders
4. Paradigm in clinical psychology - biological and psychoanalytic
5. Paradigm in clinical psychology - behavioral, cognitive and humanistic approach
6. Integrative models in clinical psychology
7. Test for students
8. Clinical assessment - planning and data collection
9. Clinical assessment - data analysis and communication of the results
10. Clinical interview
11. Observation on clinical assessment
12. Clinical interventions
13. Research in clinical psychology
14. Areas of work for clinical psychologists
15. Integration of the acquired knowledge and an introduction to the field of clinical diagnostic

Literature



Nietzel MT, Bernstein DA, Milich R. (2002). Uvod u kliničku psihologiju. Jastrebarsko: Naklada Slap.

Introduction to Communication Sciences

86090



Lecturer in Charge



Izv. prof. dr. sc.
Danijel Labaš

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

Course Description

The main objective of the course is to introduce students to the communication sciences and communicology as an interdisciplinary and integrative science that seeks to address and improve communication opportunities, while the specific objectives of the study course are providing insight into the historical and contemporary communication and communicology themes and dynamics in order to master the basic knowledge of the area so as to enable the students to access and analyze communication on all its levels: intrapersonal, interpersonal, social and media.

Course Type

- » Communication Sciences (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Communication Sciences (Study) (required course, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Analyze and compare the historical development of communications and communicology
2. Reproduce the fundamental concepts of intrapersonal, interpersonal, verbal, non-verbal, social media communication;
3. Argue the importance of knowing the dynamics of communication;
4. Describe the role of verbal and non-verbal communication in daily life;
5. Analyze and interpret verbal and non-verbal communication;
6. Use the acquired knowledge of the relationship between interpersonal communication and communication through new media;
7. Evaluate the quality of interpersonal communication;

8. Analyze and compare the communication relationships in dialogue and persuasion;
9. Analyze critically media content and new media communication facilities;
10. Argue the reasons why it is necessary to know the dynamics of communication in everyday and business environment.

General Competencies

Students will become familiar with the anthropological, philosophical and communicology approach to the communication at all levels. They will especially be well versed to properly use verbal communication and learn to properly evaluate and interpret non-verbal communication in different social and cultural environments. Students will be able to use arguments to express the importance of knowledge of communicology and will develop skills of critical perception, presentation and analysis of modern communication and dynamic models, particularly in relation to interpersonal communication and communication through new media.

Grading

20% class attendance, 20% participation in the discussions, 60% colloquium and / or final exam.

Week by Week Schedule

1. Introductory lecture: introduction to the subject, a division of literature, presentation of students duties and required efforts;
2. Communication, its philosophical and anthropological foundations and features of communication;
3. From interpersonal communication to the communication of society (philosophical base and historical development);
4. Communication and European rationality, the subject(s) of communication;
5. From interpersonal communication to Facebook;
6. Conversation, dialogue and persuasion;
7. Assessment (first colloquium)
8. Language in the (con)text of computer-mediated communication (CMC);
9. Relationship between CMCommunication and face-to-face communication;
10. Nonverbal communication, kinescs, proxemics, haptics;
11. Body language, communicating by face and gestures;
12. Visual communication, eyes and facial expression;
13. Paralanguage and interpretation of non-verbal communication;
14. Course summary.
15. Assessment (second colloquium)

Literature



Kunczik, M., Zipfel, A. (2006). Uvod u publicističku znanost i komunikologiju, Friedrich Ebert Stiftung, Zagreb



Reardon, K. K. (1998). Interpersonalna komunikacija. Gdje se misli susreću, Alinea, Zagreb



Littlejohn, S. W. Foss, A. K. (1989). Theories of Human Communication, Wadsworth Publishing Company, Wadsworth



Labaš, D. (2005). Čovjek, međuljudska komunikacija i društveni dijalog. Nadilazi li dijalog zapreke ideologije?, u: VULETA, B. VUČKOVIĆ, A. MILANOVIĆ LITRE, I. (ur.), Dijalogom do mira, str. 122-138., Zbornik radova u čast dr. Željku Mardešiću, Franjevački institut za kulturu mira, Split



Labaš, D. (2009). Neverbalna komunikacija: tijelo kao produžetak duše, u: BARTLETT, Dj. (ur.), Tijelo u tranzMeđuljudska komunikacija, novi mediji i etika, u: LABAŠ, D. (ur.), Novi mediji, nove tehnologije, novi moral, str. 13-40., Hrvatski studiji, Zagreb

Introduction to Developmental Psychology

37808



Lecturer in Charge



Doc. dr. sc.
Eva Andela Delale

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

Course Description

After attending course and passing the exam, students will differ, describe and critically evaluate main terms and ideas of human development theories and their implications on work with children, parents and educators. They will understand factors and processes that cause developmental changes and acquaint methods of development research. Also, they will acquaint main features of pre-natal development and describe and explain, based on relevant theoretical models and research, the main changes in cognitive, physical and social-emotional development during infancy.

Course Type

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

Learning Outcomes

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

1. Distinguish development theories regarding their contribution to the explanation of human development and the utilization of scientific research methods.
2. Describe and explain developmental changes in abilities, experiencing and behavior that are proceeding during infancy.
3. Apply the knowledge of physical, cognitive and social-emotional development of children in infancy onto organizing the surroundings and inclusion of children into activities that stimulate their development.
4. Rate the influence of parental actions on children development and implications of the early development research results onto work with children, parents and educators.
5. Compare orderly development, individual differences in development and developmental difficulties in areas of physical, cognitive and social-emotional development in first two years.
6. Value the methods of researching development of childrens perception, cognition, temperament and attachment in infancy age and their advantages and disadvantages.

General Competencies

1. Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.
4. Identify the characteristics, mechanisms and models of psychological development and evaluate the effects of various biological and social factors on the physical, cognitive, social, and emotional development.
8. Integrate the knowledge of cultural differences and critically assess the general principles, standards of good practice and work which demonstrates respect for diversity in a professional manner.
19. Express the necessity of lifelong learning and professional development.

Grading

Students may pass the exam by passing two tests yielding 45 points each (minimum 50% of correct answers is needed). Students who don't want to pass exam via tests, and students dissatisfied with test results, attend the written final exam whose volume, content and pertaining ECTS points correspond with the requirements of tests conducted during the semester. The attendance of at least 70% lectures is minimum requirement, while regular class attendance yields up to 10 points. Final course grade is determined by the following points collection arrangement: Excellent 91-100 points; Very good 80-90 points; Good 69-79 points; Sufficient 56-68 points; Non-sufficient 55 points and less.

Week by Week Schedule

1. Concept of development, developmental processes and periods through lifespan; historical views of childhood and beginning of developmental psychology.
2. Psychoanalytical theories: Freud's theory of psychosexual development and Erikson's theory of psychosocial development.
3. Theories of surroundings and learning influences: behavioristic theories (Watson and Skinner) and Bandura's social-cognitive theory of learning.
4. Piaget's cognitive development theory and sociocultural theory of development (Vygotski).
5. Ethological approach (Lorenz) and theory of ecological systems (Bronfenbrenner). Biological foundations of development: coaction of genes and surroundings.
6. Developmental psychology research methods; transversal, longitudinal and sequential research design.
7. Prenatal development and the newborn baby (physical characteristics and activities, reflexes, sensory abilities, memory and learning).
8. Development during first two years: physical and motoric development.
9. Sensory-perceptive development in infancy.
10. Cognitive development: Piaget's approach.
11. Speech development.
12. Early social and emotional development: mutual regulation of children and guardians, temperament and emotions.
13. Assessment of affection in infancy and affection determinants.
14. Affection: theoretical foundations and developmental phases.
15. Final lecture.

Literature



Vasta, R., Haith, M. M., Miller, S. A. (2004). Dječja psihologija: moderna znanost. Jastrebarsko: Naklada Slap.

Introduction to Journalism

86089



Lecturer in Charge



Doc. dr. sc.
Jelena Jurišić

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

Course Description

The aim of the course is to familiarize the students with journalism, the characteristics and specificities of journalistic activity. Furthermore, they will become familiar with the journalistic profession and the role and functions of journalists, the tools and specific conditions of their work. The course enables the students to understand and use the basic concepts of journalism, both in theory and practice, and facilitates further study.

Course Type

- » Communication Sciences (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Communication Sciences (Study) (required course, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Define and explain the basic concepts of journalism.
2. Employ the fundamental concepts in journalism both in other courses in the study and in practice.
3. Distinguish and explain the different theories and theoretical approaches to journalism.
4. Demonstrate the capacity to manage the resources needed for the scientific study of journalism and for following it daily for informative reasons.
5. Define and explain the functioning of modern journalism and how journalists themselves work.
6. Explain the way modern journalism functions and how journalists themselves perform their work.

General Competencies

This course enables the students to understand the role, significance and importance of journalism in the society, but also its place and importance in the communicology itself. The students will be provided with more than just the basic knowledge of journalism - they will gain a foundation for later application and upgrade throughout the study.

Grading

100% preliminary exams / final written exam

Week by Week Schedule

1. What is journalism? Overview of the historical development of the profession and its place and importance in the society.
2. The basic characteristics of the contemporary journalism.
3. Journalism: from a skill to scientific research.
4. The place of journalism in the studies of other sciences - linguistics, sociology, psychology, political science, law, history, economics.
5. Basic concepts in journalism.
6. Journalistic principles.
7. Forms of journalistic expression - development through the history of journalism, types, creative features.
8. Preliminary exam 1.
9. Journalistic techniques and technologies.
10. Journalists and their training.
11. Media organization.
12. New media.
13. Special kinds of journalism.
14. Normative acts of journalism.
15. Journalistic associations. Preliminary exam 2.

Literature



Uvod u novinarstvo, ur. Sherry Ricchiardi, Stjepan Malović, 1996.



Malović, Stjepan: Osnove novinarstva, 2005., Golden marketing, Zagreb, str. 11-91



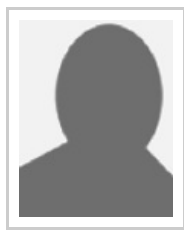
Burns, Sheridan: Razumijeti novinarstvo, Naklada medijska istraživanja, 2008., str. 1-72

Introduction to Latin Philology

37549



Lecturer in Charge



Izv. prof. dr. sc.
Tamara Tvrtković

ECTS Credits	3.0
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English Level	L1
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E-learning Level	L2
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Study Hours	15
	15

Teaching assistant

Izv. prof. dr. sc. Tamara
Tvrtković

Course Description

The course Introduction to Latin Philology gives insight into classical and the Latin Philology, defining Philology as a humanistic discipline based on written texts. It examines the diverse aspects of ancient Roman (and partly Greek) world. Students are introduced to the linguistic, historical, and literary-theoretical concepts, and then the various aspects of Roman civilization (language, art, literature, philosophy, history, etc.) are processed on preserved (mostly literary) texts. Genre approach provides a basic knowledge of representative authors and works which the student will meet during the study, and also the basic knowledge of different disciplines in which philology based.

Course Type

- » Latin language (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Define the aim of philology and specifics of Latin philology.
2. Describe the literary genres and enumerate their characteristics.
3. Recognize representative authors in Roman literature and their works.
4. Define and explain the socio-historical context.

5. Compare contemporary and ancient genres.
6. Estimate the concept of philology today.

General Competencies

Students will learn about various aspects of the ancient (especially Roman world) through the genre approach and on the basis of representative literary works of Roman authors.

Grading

Class attendance, homework, exam or colloquium

Week by Week Schedule

1. What is philology? The meaning of the Latin language
2. Sources for the study of the history of Latin language
3. Parallel chronology of history and literature / Since the foundation of Rome to the fall of the Western Roman Empire
4. Classification of Literature - problems
5. Quotes and genres / Literary topography
6. The beginnings of epic / Mythological epic / Ovid / Mythology
7. Basic characteristics of the epic and epic poetry / Virgil / Pax Augusta
8. The origin of tragedy and comedy / Roman Theatre / Plautus and Terence
9. Roman lyric: terminology and representatives
10. Ancient roman / Petronius and Apuleius
11. Rhetoric / Cicero / Cursus honorum
12. Roman historiography / Representatives
13. Martial and epigrams / Phenomenon comic and scoptic epigram
14. What is classical philology today? Synthesis
15. The final examination

Literature



Materijali na webu (Merlin)



Vratović, Vladimir (1977).
Rimska književnost u:
Povijest svjetske
književnosti 2, str. 189-312



Vratović, Vladimir (2008).
Rimska književnost (teme i
autori obrađene na
kolegiju), Biokova

Introduction to Psychology

37790



Lecturer in Charge



Prof. dr. sc.
Vlado Šakić

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

Teaching assistant
Prof. dr. sc. Vlado Šakić

Course Description

The main objective of the course is to familiarize the students with the basics of psychology. Through the classes the students will be presented a historical overview of psychology (psychology and antiquity, philosophical and scientific roots of psychology), they will learn of those who carried, spread and transferred the idea of scientific psychology throughout the history, the definition of psychology and its theoretical and applied branches, and they will be presented an overview of the basic theoretical and applied branches of psychology (e.g., developmental, social, clinical psychology).

Course Type

- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (required course, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Describe the historical development of psychology.
2. Identify the philosophical and scientific roots of psychology.
3. Point out those who carried, spread and transferred and transferred the idea of scientific psychology throughout the history
4. Distinguish different definitions of psychology.
5. Compare basic and applied branches of psychology.

6. Apply the skills of presenting psychological content through the presentation of their seminar work to colleagues.

General Competencies

1. Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.
2. Integrate the knowledge of the fundamental psychological processes and characteristics (perception, memory, learning, motivation, emotions, personality, and social behaviour).
16. Organize and present professional and scientific reports based on empirical data using scientific literature and demonstrating respect for international standards, independently or in a team.

Grading

Class attendance – 5%

Class activity – 5%

Completing and presenting a seminar work – 10%

Two preliminary exams or the final written exam – 70% (if the student does not sit the preliminary exams, does not pass them, or is not satisfied with his success in the preliminary exams, he shall attend the final written exam)

Final written exam – 10%

Week by Week Schedule

1. Introductory lecture (scientific areas, fields and branches; information about the course "Introduction to Psychology")
2. The beginnings of the development of the idea of psychology through philosophy
3. Antiquity and early Greece: Hippocrates, Galen, Pythagoras, Democritus, Zenon
4. The significance and contribution of Socrates and Plato to the development of psychology
5. The significance and contribution of Aristotle and post-Aristotelian philosophy to the development of psychology
6. The philosophical and scientific roots of psychology during the Renaissance (Descartes, La Mettrie)
7. Philosophical and scientific roots of psychology during post-Renaissance
8. Empirism (Hobbes, Locke, Berkeley) and nativism (Leibniz, Kant)
9. Associationism (Hume, Hartley, James Mill, John Stuart Mill)
10. The significance of Renaissance and post-Renaissance for the development of psychology
11. The development of terms and the definition of psychology throughout the history, the methods in psychology and the modern definition of psychology
12. Directions in psychology and their representatives (functionalism, structuralism, associationism, behaviorism, psychodynamic psychology, gestaltism, humanism)
13. The development of psychology in Croatia
14. The objectives of psychology, fundamental and applied branches of contemporary psychology.
15. Final knowledge assessment

Literature



Hothersall, D. (2002).
Povijest psihologije.
Jastrebarsko: Naklada Slap.



Kruno Krstić: Marko
Marulić: autor termina
"psihologija". (članak
objavljen u "ACTA
INSTITUTI
PSYCHOLOGICI
UNIVERSITATIS
ZAGRABIENSIS", br. 35-48,
str. 7-13, 1964., Filozofski
fakultet, Zagreb)



Wittig, A. F. (2003).
Schaum's Easy Outline of
Introduction to Psychology.
McGraw-Hill.

Introduction to Public Relations

28500



Lecturer in Charge



V. pred. mr. sc.
Zdeslav Milas

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

Teaching assistant
Zdeslav Milas, V. pred. mr.
sc.

Course Description

The aim of the course is to familiarize the students with the basic concepts of public relations and explain key concepts, processes, theoretical approaches and models of communication. The students will learn the importance of planning and management in public relations, the characteristics of media relations and the use of various techniques in PR. The participants will be introduced to the PR areas of practice in the public, political, non-governmental and non-profit sector, as well as in the for-profit sector, particularly in corporate communication. In addition to internal communication, the course will cover crisis communication, as well as ethical and legal standards in public relations.

Course Type

- » Communication Sciences (Dual-major studies Study) (public relations, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (public relations, 5th semester, 3rd year)
- » Communication Sciences (Study) (public relations, 3rd semester, 2nd year)
- » Communication Sciences (Study) (public relations, 5th semester, 3rd year)

Learning Outcomes

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

1. Define the objectives and areas of application of public relations
2. Define and describe the function of public relations in non-profit and for-profit organizations
3. Write a draft of a communication plan
4. Select techniques and tools in public relations practice
5. Distinguish different ethical theories in the application of public relations

General Competencies

Apply the knowledge of the basic concepts from public relations;
Identify and describe the place and role of public relations in the society;
Reproduce and explain the basic theory of communication, journalism, marketing, public relations and mass media;
Identify, explain and analyze the situation, innovations, challenges and issues concerning public relations;
Explain and critically analyze the acquired theoretical and practical knowledge;
Apply the skill of academic discussion and writing of academic texts.

Grading

Lecture attendance, literature reading and participation in discussions (20% of the final grade), written papers (20% of the final grade) and final exam (60% of the final grade).

Week by Week Schedule

1. Overview of the course and class obligations, the concept and definition of public relations
2. The functions of public relations: strategic planning, research, publicity, promotion, decision-making through collaboration
3. Key terms: the public, a stakeholder, public opinion, the demarcation of public relations from other forms of public communication: journalism, advertising and propaganda; public relations and marketing, the issues of building confidence: identity, image, reputation
4. The historical development of public relations (the USA, Germany, Croatia and other countries)
5. PR as a scientific discipline; models and theoretical approaches to public relations: four models of PR (Grunig), and the model and theory of excellence (Grunig), system theory
6. Planning and managing public relations (four-step model of PR management according to Cutlip: analysis, planning, action/communication, evaluation)
7. Techniques (instruments and tools) in public relations (specifically: adrema, announcements, press conferences, press releases, press kit)
8. Internal communication
9. Media relations, the role of a spokesman for the relations with the press
10. Corporate communication (the role of communication in value creation, PR as a function of management, organization of corporate communication, investor relations, managing topics, public affairs, CSR)
11. State, public and political public relations, PR roles in a democratic society, PR in the non-profit sector
12. Crisis communication
13. Public relations in sports
14. Public relations agencies
15. Ethical and legal standards in public relations

Literature



BROOM, Glen M. (2010):
Cutlip & Center's
učinkoviti odnosi s
javnošću, MATE, Zagreb, (3.
dio: poglavlja 11 - 14., 266-
376.)



MILAS, Zdeslav (2011):
Uvod u korporativnu
komunikaciju. Teorijski
pristupi i organizacijski
modeli, Novelti Millenium,
Zagreb (poglavlje 3, 4 i 6,
57-72. i 95-104.)



SOMMERVILLE, Ian (2007):
"Poslovna etika, odnosi s
javnošću i korporativna
društvena odgovornost", u:
THEAKER, Alison (ur.):
Priručnik za odnose s
javnošću, HUOJ, Zagreb,
155-170.



TOMIĆ, Zoran (2008):
Odnosi s javnošću - teorija i
praksa, Synopsis,
Zagreb/Sarajevo (ključna
knjiga, sva poglavlja osim
Proces upravljanja i
osobnog PR-a)

Introduction to Scientific Research

37789

Lecturer in Charge



Doc. dr. sc.
Adrijana Košćec
Đuknić

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

Course Description

Introducing students with basic principles of scientific work, developing critical thinking and introducing them to principles of reading scientific literature. The students will get acquainted with basic principles of scientific reasoning, basic components of scientific research and basic scientific methods in social sciences. They will also get introduced to the principles of writing the scientific paper and with ethical principles in scientific work.

Course Type

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

Learning Outcomes

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

1. Distinguish scientific and pseudoscientific approach.
2. Judge the question of causality in science.
3. Evaluate critically scientific papers and theories.
4. Analyze scientific methodology and fundamental elements of research process.
5. Assess dependent and independent variable in scientific research.
6. Distinguish research approaches, designs and methods.
7. Plan the control of relevant factors in experiment.
8. Prepare research report.
9. Appraise ethical questions in scientific research.

General Competencies

9. Evaluate scientific knowledge for the purpose of generating research hypotheses and support the scientific approach to the acquirement of knowledge.
11. Analyze the assumptions and apply consistent methodological and statistical knowledge for the purpose of answering specific research questions, and determine the advantages and limitations of different research and statistical methods in psychology and related scientific disciplines.
15. Explain the fundamental principles of the ethics of psychology and relate the principles of the ethics of psychology to different areas of psychological practice.
16. Organize and present professional and scientific reports based on empirical data using scientific literature and demonstrating respect for international standards, independently or in a team.

Grading

Class attendance and participation – 25%, Tests/Exam – 75%.

Week by Week Schedule

1. Introductory class
2. Scientific and nonscientific reasoning
3. Scientific methodology and goals
4. Theories and research
5. Different research approaches
6. Basic elements of research process
7. Logic of experimentation
8. The question of causality
9. Variables in experiment
10. Control in experiment
11. Non-experimental methods
12. Qualitative research
13. Writing the scientific paper and report
14. Ethical question in scientific research
15. Concluding class

Literature



Milas, G. (2005. ili novije). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap.



Hrvatska psihološka komora (2004). Kodeks etike psihološke djelatnosti. Zagreb: Skupština HPK.



Pravilnik o znanstvenim i umjetničkim područjima, poljima i granama, NN 118/09. www.nn.hr; www.azvo.hr

Introduction to Scientific Work

37762

Lecturer in Charge



Izv. prof. dr. sc.
Irena Cajner
Mraović

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

Teaching assistant
Dario Pavić, dr. sc.

Course Description

The aim of the course is to provide students with basic knowledge of science and scientific research, as well as enable them to make independent critical appraisal of scientific content.

Course Type

- » Sociology (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Sociology (Study) (required course, 1st semester, 1st year)

Learning Outcomes

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

1. Explain and use the concepts of scientific theories, hypotheses, scientific methods and explanations in science, as well as contributions by authors such as Carl Hempel, Karl Popper, Thomas Kuhn and others.
2. Explain the key concepts and ideas in the text and their interconnections.
3. Recognize and avoid basic logic, rhetoric and statistical error in the argument.
4. Analyze the visual elements of a scientific paper (tables, graphs) and avoid common mistakes.
5. Prepare a summary and paraphrase the text read, and formulate a written argument with the evidence and topic sentence.
6. Prepare a formal draft of the research paper.
7. Distinguish types of scientific work and effectively analyze them.
8. Identify the topic eligible for scientific research and explain the stages of the research project.
9. Analyze the sources of scientific information.
10. Use techniques to format citations and scientific work in accordance with the requirements of the profession and publishers.

General Competencies

Upon successful completion of the course, students will: Improve the ability to apply knowledge in practice. Develop specific analytical and research skills. Be able to effectively collect data and manage information. Be able to effectively analyze social phenomena. Develop team work and interpersonal skills. Develop the ability to work independently. Develop problem-solving skills. Develop a concern for the quality of scientific research. Acquire specialized knowledge necessary to perform research activities within the social sciences and further training. Be able to effectively carry out research and organize time. Be able to effectively manage research projects. Develop problem-solving skills. Develop oral and written communication in the mother tongue.

Grading

Knowledge will be tested during the semester through homework with written exam, upon completion of the course. If a student fails to hand over all homework, he/she cannot take the written exam.

Week by Week Schedule

1. Basic concepts of science (hypothesis, method, induction, deduction)
2. Effective time management
3. Techniques of critical reading
4. Analysis of visual elements
5. Errors of argumentation
6. Writing a paragraph
7. Forming and writing the argument
8. Drafting the research
9. Stages of the research project
10. Finding scientific information
11. Quoting, paraphrasing and summarizing
12. Types of scientific publications
13. Oral presentation and other forms of scholarly communication
14. Creating a CV
15. Repeating the material and preparation of final essay

Literature



Fowler, Ramsey H, Jane E. Aaron (2007). *The Little, Brown Handbook*, New York: Pearson Longman



Okasha, Samir (2004). *Filozofija nauke*, Šahinpašić, Sarajevo



Elster, Jon (2004). *Uvod u društvene znanosti*, Naklada Jesenski i Turk i Hrvatsko sociološko društvo

Introduction to Social Psychology

38641

Lecturer in Charge



Prof. dr. sc.
Renata Franc

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

Teaching assistant
Jelena Maričić, dipl. psih.

Course Description

The students gain an understanding of the basic psychosocial process, theory, key research and measurement procedures in the field of social cognition and perception, attitudes and prejudices, and develop ability evaluation thereof.

Course Type

» Psychology (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Explain the fundamental concepts, theories and key research in the field of social cognition and perception, attitudes and prejudice
2. Evaluate different approaches in the field of social cognition and perception, attitudes and prejudices.
3. Construct an instrument in the area of attitudes and prejudices.
4. Apply knowledge from the field of social cognition and perception, attitudes and prejudices in practice

General Competencies

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

8. Integrate the knowledge of cultural differences and critically assess the general principles, standards of good practice and work which demonstrates respect for diversity in a professional manner.

16. Organize and present professional and scientific reports based on empirical data using scientific literature and demonstrating respect for international standards, independently or in a team.

Grading

Attendance and activity in class 5%; attendance and activity during exercises 5%; group project 10%; 70% two colloquia, each 35% (in the case of non-participation or poor achievement at colloquia, student can take the final exam, which by volume, content and the corresponding ECTS points corresponding to requirements of colloquia); oral exam 10%.

Week by Week Schedule

1. Presentation of the course organization, the definition of social psychology
2. Historical overview of social psychology - forerunners of social psychology, the development of social psychology as a scientific discipline
3. The methodology of social psychology - observation, correlational research, experimental research
4. Social cognition: defining areas , automatic and controlled thinking, schemes, priming effect
5. Social cognition - the availability heuristic , representativeness heuristic , anchoring heuristic, counterfactual thinking, controlled thinking
6. Social perception - defining of the area, non-verbal communication
7. Social perception - attribution theory, the fundamental attribution error, the role of culture in attribution, self-serving bias, defensive attribution
8. The first colloquium
9. Structure and function of attitudes - cognitive, emotional and behavioral components of attitude, cognitive function, utilitarian function, the function of social adjustment, ego-defensive function
10. Measure of attitudes - self-assessment measures (Thurstone and Likert scale, Osgood semantic differential) and indirect measures (e.g. behavioral measures)
11. Relation between attitudes and behavior, cognitive dissonance, theory of planned behavior
12. Attitudes change, Yale approach to attitude change, elaboration likelihood model, heuristic-systematic model of persuasion, attitude inoculation
13. Prejudice - definition of the main concepts (prejudice, stereotypes, discrimination), cognitive sources and causes of prejudice, sources and causes of prejudice related to attribution bias
14. The realistic conflict theory as the source and cause of prejudice, normative sources and causes of prejudice, prejudice reduction
15. The second colloquium

Literature

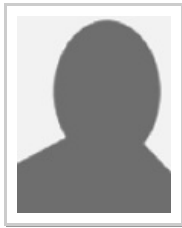


Aronson, E., Willson, T.D. i Akert, R.M. (2005). *Socijalna psihologija*. Zagreb: MATE.

Introduction to Social Research Methods 1

37764

Lecturer in Charge



Izv. prof. dr. sc.
Vanja Šimičević

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

Course Description

Course Type

- » Sociology (Dual-major studies Study) (required course, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (required course, 3rd semester, 2nd year)

Learning Outcomes

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

1. Apply the steps of the scientific method
2. Interpret the epistemological basis of different types of knowledge, basic social scientific methods and the various approaches to social research questions
3. Distinguish between the requirements and limitations of the various methodologies used in the social sciences
4. Identify various modes of design for data collection
5. Explain the role of theory in preparation of the research
6. Summarize the previous research findings
7. Explain the highest ethical standards of the social research
8. Develop goals and purpose of the research
9. Develop research hypotheses (quantitative methods)
10. Construct a comprehensive research design

General Competencies

Upon the successfully passed exam, students will be able to:

Design a simple research project.

Conform to a teamwork with co-workers from various disciplines, of different attitudes or value orientations.

Explain the difference between micro and macro level of the sociological analysis.

Develop the research question related to the subject/process/phenomenon of social interest.

Employ the adequate methodological approach in the research of social phenomena.

Employ the highest ethical norms in conducting of the social research with an aim of protecting the human subjects from any possible harm.

Grading

Evaluated are: A research design (30%), in-class exam (20%), final written exam (30%), obligatory class attendance (20%).

Week by Week Schedule

1. Introduction into the course, principles of the science method
2. Epistemic base of different types of knowledge; basic methods of social research
3. The nature of the data
4. The role of theory in the social research
5. Qualitative methods
6. Qualitative methods, purpose, goals and research questions
7. Quantitative methods
8. Quantitative methods, purpose, goals, research questions, hypotheses
9. Mixed methods
10. The logic of sampling in qualitative and quantitative research
11. Research ethics
12. Research ethics - informed consent
13. Research design
14. Social research as a social relationship
15. Social research as a social relationship

Literature



Miroslav Vujević (2006).
Uvođenje u znanstveni rad u
društvenim znanostima,
Školska knjiga, Zagreb



Bob Matthews and Liz Ross
(2010). Research methods: a
practical guide for the social
sciences (Poglavlje A), Essex,
UK: Pearson Education
Limited

Introduction to Social Research Methods 2

51492

Lecturer in Charge



Izv. prof. dr. sc.
Vanja Šimičević

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

Prerequisites

Introduction to Social
Research Methods 1

Course Description

During the course students will learn how to design a research project based on draft research design; how to choose the best method for collecting of the data while being able to explain the advantages and weaknesses of different methods; how to build the instruments for gathering of the qualitative and quantitative data; apply the basic logic of sampling in both qualitative and quantitative approaches; understand the purpose and ways of generalizing the data findings in both qualitative and quantitative approaches.

Students will carry out their own simple research project on purposive sample while respecting the basic principals of research ethics, and will write a report on their research findings. Throughout the practical tasks students will learn the research methods in social sciences but also gain an insight into social research as primarily practice of social relations.

Course Type

- » Sociology (Dual-major studies Study) (required course, 4th semester, 2nd year)
- » Sociology (Study) (required course, 4th semester, 2nd year)

Learning Outcomes

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

1. Apply theoretical perspectives and previous research findings as the basis for the development of goals and purpose of research
2. Design a research project by using the best mode of observation to answer a specific research question
3. Design instruments for the collection of the data in qualitative and quantitative research
4. Apply the logic of probability and nonprobability sampling
5. Interpret validity and reliability in quantitative and qualitative research
6. Apply the highest ethical standards of social research
7. Arrange the gathering of qualitative and quantitative data
8. Analyze and interpret qualitative and quantitative data
9. Formulate an answer to the research question
10. Write a comprehensive report on the research findings

General Competencies

Upon the successfully passed exam, students will be able to:

Organize the implementation of a simple research project.

Report on the society related data in the coherent written and oral form.

Explain causal relationships between the various social phenomena.

Conform to a teamwork with co-workers from various disciplines, of different attitudes or value orientations.

Plan own engagement in resolving of the various social issues.

Employ the adequate methodological approach in the research of social phenomena.

Use different social sciences methods in the analyses of the relevant data.

Employ the highest ethical norms in conducting of the social research with an aim of protecting the human subjects from any possible harm.

Write a comprehensive research report.

Grading

Evaluated are: A research report (30%), final written exam (50%) and obligatory class attendance (20%). Submission of the research report is prerequisite for taking the exam.

Week by Week Schedule

1. Planning a research project 1. part
2. Planning a research project 2. part
3. Choosing methods
4. Logic and techniques of sampling
5. Methods of data collection 1. part
6. Methods of data collection 2. part
7. Methods of data collection 3. part
8. Methods of data collection 4. part
9. Data analysis, 1. part
10. Data analysis, 2. part
11. Data analysis, 3. part
12. Research report, 1. part
13. Research report, 2. part
14. Research report, 3. part
15. Repetitions, exam preparations

Literature



Bilješke s predavanja



Miroslav Vujević (2006).
Uvođenje u znanstveni rad u
području društvenih
znanosti, Školska knjiga
Zagreb



Bob Matthews and Liz Ross
(2010). Research Methods: A
practical guide for the social
sciences (Poglavlja B, C i D),
Essex, UK: Pearson
Education Limited



3 znanstvena članka
povezana s temom
istraživanja

Introduction to Social Research Methods and Statistics

28462



Lecturer in Charge



Doc. dr. sc.
Ivan Burić

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

Course Description

The aim of the course is to provide insight into the proper conduct of social research methods and to train the students for the proper use, evaluation and interpretation of obtained data. The course objective is to introduce the students to the basic concepts in statistics and the techniques which are necessary for various applications in the field of communicology.

Course Type

- » Communication Sciences (Study) (required course, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Define, describe and apply the basic methods of social research.
2. Apply the statistical literacy and methodological competences and realize their importance in the modern society.
3. Employ the basics of statistics in order to use the media on the reflexive and productive level.
4. Apply statistical thinking within the framework of an educational process.
5. Use a computer and basic statistical programs.

General Competencies

Apply the knowledge of the basic concepts of the methods in social science and statistics. Employ the basic methodological and statistical knowledge and techniques which are used in the practice of communicology, with an emphasis on the interpretation of statistical indicators, particularly those contained in the standard computer printouts. Define, describe and apply statistical thinking. Use the acquired skills of methodological presentation and communication (written and spoken). Use precise statistical ways of expression. Use a computer and the programs for the processing of statistical data. Organize data complexes into a coherent whole. Define research topics for scientific research in communicology.

Grading

Lecture attendance, literature reading and participation in discussions with the professor and the colleagues (25% of the final grade), seminar assignment (25% of the final grade) and the final exam (50% of the final grade).

Week by Week Schedule

1. Introductory lecture and the entire curriculum overview; Why we study the social research methods?
2. Research methods and techniques. Research methods classification: past experience method, intuition method, authority method, scientific method.
3. Types of social research.
4. Types of social research.
5. Research stages. Devising a conceptual research draft.
6. Research method and technique selection (data collection).
7. Survey.
8. Interview and experiment.
9. The concept of statistics, data and their collection, the division into descriptive and inferential statistics.
10. Editing data and forming statistical series.
11. Tabular and graphical presentation of data.
12. Mastering the skill of grouping, tabular and graphical presentation of statistical data in MS Excel.
13. Data analysis using relative numbers.
14. Mastering the skill of data analysis using relative numbers in MS Excel.
15. Application in communication sciences.

Literature



Lamza Posavec Vesna, 2003., 2004., Metode društvenih istraživanja, Hrvatski studiji Sveučilišta u Zagrebu, Zagreb. Str.1-44, 49-70, 147-190.



Petz, B., 1997., Osnovne statističke metode za nematematičare, III dopunjeno izdanje, "Naklada Slap", Jastrebarsko.

Introduction to Sociology

37760



Lecturer in Charge



Izv. prof. dr. sc.
Renato Matić

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

Lecturer
Andreja Sršen, dr. sc.

Course Description

Understand and interpret social relations, values, social processes and forms of social action in modern societies.

Understand and interpret social relations, through which individual events reflect the general social experience, values, social processes and forms of social action in modern societies.

Select information on sociology and society, which facilitate the understanding of the meaning of sociological knowledge, scientific approach to the study of society as an inevitable part of the modern body of knowledge.

Interpretation of basic sociological categories.

Course Type

- » Sociology (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (required course, 1st semester, 1st year)

Learning Outcomes

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

1. Define and interpret basic sociological concepts and theories,
2. Define and distinguish the subject of sociology and of other social sciences,
3. Apply basic sociological concepts and categories in interpreting the forms of social reality,

4. Classify information on social science and society, which facilitate understanding of the meaning of sociological knowledge.

General Competencies

use general knowledge about society and social processes
 shape the information on society in a meaningful way in written and oral form
 explain the causal relationship between social phenomena
 work in a team with colleagues from different disciplines, different positions and orientations
 engage in solving social problems
 define the key structural factors that shape the social world,
 define social change through classical and contemporary sociological approaches,
 define the difference between macro and micro levels of sociological analysis,
 define the relevance of the concepts of culture, socialization, stratification, social structures and social institutions in explaining social phenomena,
 explain social issues in the context of social class, ethnicity, gender, religion, capitalism, individualization, nationalism and globalization,

Grading

Compulsory participation and colloquia, and oral exam.

Week by Week Schedule

1. Introduction to the course.
2. Introduction to the socio-historical context of the emergence and development of sociology.
3. Similarities and differences between sociology and other social sciences.
4. The subject of sociology.
5. Social Stratification.
6. Society, Culture, Identity.
7. Society and Religion.
8. Power and politics.
9. Deviancy and crime.
10. Work, unemployment, free time.
11. Wealth and Poverty.
12. Society and Media.
13. Research Methods.
14. Theoretical thinking in sociology.
15. Theme by students.

Literature



Haralambos, M; Holborn, M. (2002) Sociologija - teme i perspektive, Golden marketing, Zagreb



Giddens, A. (2007) Sociologija, Nakladni zavod Globus, Zagreb

Introduction to the Auxiliary Sciences of History

38062



Lecturer in Charge



Prof. dr. sc.
Franjo Šanjek

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

Teaching assistant
Doc. dr. sc. Branka Grbavac

Course Description

The aim of the course is to introduce students to the basic skills of research (paleography, diplomatics, chronology, heraldry, seals, historical metrology, numismatics, genealogy, historical demography, geography historijska mapping, etc.) Introduction to fundamental skills of research and achieve insight into the technical knowledge and procedures particularly for work on medieval original material in archives, libraries, etc.

Course Type

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

Learning Outcomes

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

1. List the most important sources of Croatian medieval history written in Latin language,
2. Describe the importance of the Latin script in its meaning for Croatian cultural identity,
3. Explain the origin and development of each of the Latin script
4. Identify developmental stages and main characteristics of each Latin script for dating the manuscript,
5. Analyze and transcribe manuscripts written in Beneventan script, Carolingian minuscule, Gothic minuscule and Humanist minuscule
6. Analyze public and private documents,
7. Explain different ways and styles when dating a medieval document,
8. Define the types and methods of sealing medieval documents,
9. Explain epigraphic inscriptions.

General Competencies

After finishing the programme student will be able to:
tell what is the interpretation of history,
demonstrate the importance of interdisciplinary interpretations of historical events,
reconstruct historiographic tools in making conclusions of historical processes and events.

Grading

Evaluation of the active participation and preparation for classes, evaluated colloquium, seminar. The final exam is oral.

Week by Week Schedule

1. Introductory lecture
2. What is history? - Concept and content, creators of history: the old world and the Middle Ages, the emergence of modern erudition, erudition of the historical science (19/20 c.)
3. Palaeography: Greek, Roman and medieval Latin paleography (capital cursive minuscule, uncials, minuscule roman, italic letter, Beneventan, Carolingian, Gothic and humanistic minuscule)
4. The system stands: nomina sacra, notes iuris, abbreviation signs
5. Epigraphy: Greek and Roman epigraphy; role inscription in ancient period and the Middle Ages; epigraphic documents and history; contribution inscriptions historical science, and how to use the old labels
6. Cryptography (SECRET)
7. Diplomacy: historical development, general and special; document types (public and private); development office (Imperial, Royal, Pontifical, notary, loca credibilia)
8. Analysis of documents: the original, authentic copies, forgeries
9. Chronology - time and place in historical science: duration, rhythm and continuity; climate fluctuations, cycles and solar activity, calculation of the calendar, weather categories: short and long periods of time; Church liturgical calendar (Computus) periods, eras and styles
10. Sphragistic: Antiquity and the early Middle Ages, the technique seals, sealing manner; royal seal, physical and moral persons, modern navigation studying seals, stamps and postal stamps
11. Heraldry
12. Archival (general and specific)
13. Numismatics: the meaning of money in economics and sociology, life and death, money, typology, aesthetics and art history, and the history of money
14. Historical geography: identify sites; relationship geography and history; geohistory (historical geography), historical cartography (methods)
15. Historical metrology (old measures and weights)

Literature



(1961). Histoire et ses méthodes, Encyclopédie de la Pléiade, Paris, Gallimard



A. Gury (1925). Manuel de diplomatique, Nouvelle édition, Paris



J. Stipišić, (1985). Pomoćne povijesne znanosti u teoriji i praksi, Zagreb, Školska knjiga



B. Bischoff (1993). Paléographie de l'antiquité romaine et du Moyen âge occidental, Paris Picard



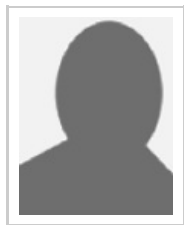
G. Batelli (2002). Lezioni di paleografia, Città del Vaticano

Introduction to the History of Humanism and the Renaissance

54553



Lecturer in Charge



Doc. dr. sc.
Tomislav Popić

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

Teaching assistant
Marko Jerković, dr. sc.

Course Description

To acquaint students with the main events and processes which characterized the period of Humanism and Renaissance. To acquaint students with the main figures of humanism and Renaissance in the European and Croatian territories.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 6th semester, 3rd year)
- » History (Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Study) (elective courses / working groups, 6th semester, 3rd year)

Learning Outcomes

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

1. Identify main representatives of Humanism and Renaissance
2. Explain social structures and political systems in Renaissance city-states
3. Define characteristics of court Humanism
4. Describe main centres of Renaissance art
5. Explain differences in patronage patterns of ecclesiastical and lay institutions
6. Compare acquired knowledge about Humanism and Renaissance to medieval historical trends.

General Competencies

After finishing the programme student will be able to:
differentiate specificities of historical periods,
interpret historical sources,
combine different historical processes,
Appraise the value of historiographic interpretations,
tell what is the interpretation of history.

Grading

Exam: 25% class attendance; 25% written essay; 50% oral exam.

Week by Week Schedule

1. Medieval Renaissances (Carolingian, Ottonian and the 12th century Renaissance).
2. Early Renaissance in Italy.
3. Dante, Petrarch, Boccaccio.
4. Political systems.
5. Renaissance society.
6. Niccolo Machiavelli.
7. Ivan / Joannes Polikarp Severitan.
8. Church and Renaissance.
9. Patronage and art.
10. Dalmatian city.states and humanistic circles.
11. Dubrovnik.
12. Court of Matthias Corvinus.
13. Renaissance diplomacy: oratory against Turks.
14. Economy.
15. Renaissance historiography.

Literature



Bogišić, Rafo, "Hrvatski humanizam: pitanja terminologije i geografije." Dani Hvarskog kazališta 16 (1990): 5-13.



Bratulić, Josip, "Jan Panonije u okviru evropskog humanizma." Dani Hvarskog kazališta 16 (1990): 84-91.



Dadić, Žarko, "Znanstveni i kulturni krug Ivana Viteza u Mađarskoj u 15. stoljeću." Dani Hvarskog kazališta 16 (1990): 183-207.



King, Margaret L., *The Renaissance in Europe*, London, 2003.

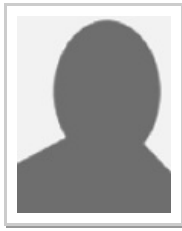


Kurelac, Miroslav, *Hrvatska i središnja Europa u doba renesanse i reformacije, u: Hrvatska i Europa: kultura, znanost i umjetnost. Srednji vijek i renesansa (XIII.-XVI. stoljeće)*, Zagreb, 2000., str. 39.-50.

Introduction to the Study of Croatian Culture

37442

Lecturer in Charge



Prof. dr. sc.
Stanislav Tuksar

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

Teaching assistant
Prof. dr. sc. Stanislav Tuksar

Course Description

Systematization of knowledge about the major aspects and developments in the Croatian culture of the Middle Ages until the 21st century

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Croatian Studies (Study) (required course, 1st semester, 1st year)

Learning Outcomes

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

1. Develop an awareness of the historical journey of Croatian culture and the culture across the historical Croatian lands.
2. Analyze and direct: gain basic orientation in the field of the history of art (literature, visual arts, music, film).
3. Analyze and direct: gain basic orientation in the field of the history of scientific production (natural science, social sciences and humanities).
4. Develop the awareness of multicultural and supranational dimensions of the Croatian intellectual and material culture.

General Competencies

Competently navigate through the basic determinants of the history of Croatian culture.

Grading

Written grade based on the percentage of the score achieved in the exam.

Week by Week Schedule

1. Introduction to the basic concepts of Croatian culture
2. Croatian culture of the early Middle Ages
3. Croatian culture in the 13th century
4. Croatian culture in the 14th century
5. Croatian culture in the 15th century
6. Croatian culture in the 16th century

7. Croatian culture in the 16th century
8. Croatian culture in the 17th century
9. Croatian culture in the 17th century
10. Croatian culture in the 18th century
11. Croatian culture in the 18th century
12. Croatian culture in the 19th century
13. Croatian culture in the 19th century
14. Croatian culture in the 20th century
15. Croatian culture in the 20th century

Literature



Stanislav Tuksar Repetitorij iz Uvoda u studij hrvatske kulture (skripta)

Juraj Križanić

45868



Lecturer in Charge



Prof. dr. sc.
Alojz Jembrih

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

Teaching assistant
Prof. dr. sc. Alojz Jembrih

Course Description

Introduce the students to the life and work of Juraj Križanić outside Croatia in the 17th century, mostly in Russia, with his ecumenical activity, with his economic and political work, with his linguistic work, musicological work, his controversial theological work, with his reform of the Russian Cyrillic alphabet.

Course Type

- » Croatian Studies (Study) (elective courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective courses, 4th semester, 2nd year)
- » Croatian Studies (Study) (elective courses, 6th semester, 3rd year)

Learning Outcomes

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

1. Describe the period in which Juraj Križanić lived and worked,
2. Present and understand his occupation with missionary work in Russia,
3. Analyze, understand and answer the question: why does he write various works in exile in Siberia?,
4. Analyze and understand his so-called Pan-Slavism with ecumenical undertones
5. Analyze and understand his work "Razgovori ob vladateljstvu",
6. Explain and understand his work on Slavic grammar,
7. Explain and understand the rest of his works: "De providentia Dei", "Opovrgnuće molbe Solovčana".

General Competencies

Students will learn about Juraj Križanić as a Jesuit student in Graz, later a theologian in Bologna and Rome, his work in Croatia before heading to Russia, his mission work and writing in Russia, individual works in the areas of economy, politics, theology, philosophy, linguistics, and his place and meaning in Croatian historiography.

Grading

Class attendance 20%,
Seminar paper 30%,
Exam 50%.

Week by Week Schedule

1. Socio-political period in Croatia and Europe at the time of Križanić (1617-1683).
2. Native origin of Križanić, his education in Ljubljana, Graz, Bologna and Rome.
3. Back in Croatia and work in Nedelišće and Varaždin.
4. Departure of Križanić to Russia and the socio-political situation in Russia at the time.
5. His missionary commitment in the ecumenical sphere.
6. Križanić out of favor and his exile in Siberia.
7. Križanić hired as economic and political writer in Siberia.
8. Slavism of Juraj Križanić.
9. Croatian precursors of Križanić in Russia.
10. Križanić as a controversial theological writer.
11. The economical-political work of Križanić "Razgovori ob vladateljstvu".
12. Linguistic works of Križanić.
13. Križanić as the first reformer of the Russian Cyrillic alphabet.
14. Križanić as a poet and musicologist.
15. Juraj Križanić in Croatian and Russian historiography.

Literature



Vatroslav Jagić, (1917). Život i rad Jurja Križanića, Knjižara Jugoslavenske akademije L. Hartmana Zagreb



Ivan Golub (1987). Križanić, Zagreb, JAZU



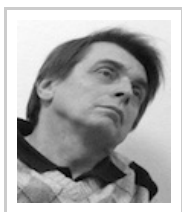
Ante Pažanin, gl. ur. (1974). Život i djelo Jurja Križanića, Liber, Zagreb

Kant

117072



Lecturer in Charge



Prof. dr. sc.
Josip Talanga

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

Teaching assistant
Prof. dr. sc. Josip Talanga

Course Description

It is the objective of the course to provide students with an insight into Immanuel Kant's philosophy, primarily into his conception of idealism, his approach to the problem of knowledge, foundations of his ethics and his influence on contemporary philosophy.

Course Type

- » Philosophy (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Explain Kant's reasons for accepting transcendental idealism
2. Differentiate the concept of judgment of contemporary logic from Kant's epistemological concept of judgment
3. Compare and recognize relationship between perception and thinking in Kant and in the context of contemporary philosophy
4. Explain the connection between Kant's philosophy and the development of modern science
5. Express arguments about Kant's positive and negative understanding of metaphysics

6. Explain Kant's contribution to the theory of knowledge and ethics
7. Analyze and critically assess the advantages and shortcomings of Kant's analysis of philosophical problems and the arguments he used to solve them

General Competencies

After completing the course, students will be able to: (1) understand and connect the basic problems of epistemology, metaphysics and ethics with their solutions as offered by Kant; (2) explain the relevance of Kant's conception of knowledge and action for the conceptual analysis of knowledge and action in philosophical tradition, as well as in cultural and scientific context of contemporary world; (3) recognize and evaluate the importance of Kant's philosophy for the basic existential questions, pertaining to every individual, about the knowledge of truth and justified action.

Grading

Oral and written examinations during the semester. Essay, prepared during the semester after consultations with the course teacher, submitted no later than 48 hours before the exam.

Week by Week Schedule

1. An analysis of prefaces to the first and second edition of Critique of Pure Reason (CPR) and their interpretation in the context of German enlightenment. Joint reading and interpreting of the selected text.
2. Kant's introductions to CPR and parallel texts in Prolegomena as a program for transcendental philosophy. Joint reading and interpreting of the selected text.
3. Kant's theory of perception. Kant's conception of space and time in the context of modern philosophy and science. Student presentations on Kant's theses on transcendental idealism and his theory of space and time.
4. Tradition of the classical logic and Kant's epistemological theory of judgment. Student presentations on the topic of concept and judgment in the 17th and 18th century and in Kant's lectures on logic. Joint reading and interpretation of selected text from Prolegomena about the difference between experiential and perceptual judgment.
5. Tradition of the classical logic and Kant's epistemological theory of judgment. Student presentations on the topic of concept and judgment in the 17th and 18th century and in Kant's lectures on logic. Joint reading and interpretation of selected text from Prolegomena about the difference between experiential and perceptual judgment.
6. Interpretation of metaphysical and transcendental deduction of categories. The importance of parallel texts in Prolegomena. Joint reading and interpreting of the selected text. Student presentations on various interpretations of deduction of categories.
7. Interpretation of metaphysical and transcendental deduction of categories. The importance of parallel texts in Prolegomena. Joint reading and interpreting of the selected text. Student presentations on various interpretations of deduction of categories.
8. Kant's transcendental principles as the basis of his philosophy of science in the context of modern science. Theory of science in Prolegomena and Metaphysical Foundations of Natural Science. Short student presentations on Kant's relation to Leibniz, Newton and Bošković.
9. Kant's transcendental principles as the basis of his philosophy of science in the context of modern science. Theory of science in Prolegomena and Metaphysical Foundations of Natural Science. Short student presentations on Kant's relation to Leibniz, Newton and Bošković.

10. Appendices to “Transcendental Analytic” and their significance for Kant’s conception of positive metaphysics. Student presentations on Kant’s relationship to metaphysical tradition. Traditional topics in special metaphysics.
11. “Transcendental Dialectic” and the critique of metaphysics. Conception of metaphysics in Kant’s lectures. Student presentations on Kant’s relationship to metaphysical tradition. Traditional topics in special metaphysics.
12. The relationship between theoretical and practical reason according to “Transcendental Dialectic” and according to Kant’s subsequent Critique of Judgment. Student presentations on the relationship between Kant’s three Critiques.
13. The problem of determinism and freedom according to Kant’s third antinomy. Kant’s contribution to foundations of ethics. Student presentations on determinism, freedom and foundations of ethics.
14. Kant’s philosophy of mathematics according to “Transcendental Doctrine of Method” in CPR and according to Prolegomena. Joint reading and interpretation of Kant’s “Refutation of Idealism”, as well as of paragraphs about the difference between philosophical and mathematical cognition.
15. The problem of transcendental apperception and the beginning of the classical German idealism. Written exam. Student presentation (and essay) topics: Kant’s theory of perception; Kant’s transcendental idealism; Descartes and Kant; Kant’s relationship to British empiricists; Identity of the subject in Kant; Kant’s refutation of idealism; Deduction of categories in Kant; Kant’s transcendental principles and Newton’s physics; Distinction between the concepts of phaenomena and noumena; Kant’s criticism of Leibniz in the “Amphiboly of reflexive concepts”; Regulative use of the reason; Kant and the scholastic tradition.

Literature



Kant, Kritika čistog uma (1781, 1787) preveo V. Sonnenfeld, redigirao J. Talanga, rukopis



Kant, Prolegomena (1783) preveo V. Sonnenfeld, redigirali M. Girardi-Karšulin; J. Talanga, rukopis



Gardner, S. (1999). Kant and the Critique of Pure Reason, Routledge: London



Paul Guyer (ur.) (1992). The Cambridge Companion to Kant, Cambridge University Press: Cambridge

Language and Style Practicum

28463



Lecturer in Charge



Prof. dr. sc.
Branka Tafra

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	60

Teaching assistant
Petra Košutar, dr. sc.

Course Description

The aim of the course is to convey to the students the theoretical and practical knowledge of Croatian standard language with special emphasis on its polyfunctionality and on its use in mass media. Language will be viewed primarily from point of view of its functional, social, individual and territorial multifacetedness. The main part of the course will consist of the comprehension of grammar and linguistic norms of the Croatian standard language so that the students will later be able to apply them in their writing, but also in verbal communication.

Course Type

- » Communication Sciences (Study) (required course, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Define the main characteristics of the Croatian standard language
2. Identify functional styles present in Croatian standard language and their particular features
3. Select the appropriate language aids in solving linguistic and stylistic issues
4. Use linguistic norm of standard Croatian language
5. Distinguish between good and bad linguistic expression
6. Apply the knowledge in their written and oral communication

General Competencies

Acquire and deepen theoretical knowledge of the Croatian standard language and its characteristics of autonomy, standardisation, spatial stability and the elastic stability in time and polyfunctionality. Students will reinforce their proficiency of norms pertaining to the Croatian standard language. Students will be able to utilise their knowledge in everyday communication.

Grading

Students' work throughout the semester and class activities shall be monitored and evaluated as well as successful presentation of papers, colloquia. Two passed colloquia qualify for a written exam.

Week by Week Schedule

1. Croatian language and Croatian standard language
2. Croatian standard language - features
3. Essential normative manuals
4. Normative levels
5. Orthographic norm
6. Linguistic norm: phonology and morphology
7. Syntactic norm; written exam
8. Lexic norm
9. Word formation
10. Interlingual borrowing
11. Functional dispersion of language
12. Non-fictional writing style
13. Scientific writing style
14. Business communication
15. Review of the course; written exam

Literature



Babić, Stjepan, Božidar Finka, Milan Moguš (1996). Hrvatski pravopis, Školska knjiga



Badurina, Lada, Ivan Marković, Krešimir Mićanović (2008). Hrvatski pravopis, Matica hrvatska



Frančić, Anđela, Lana Hudeček, Milica Mihaljević (2005). Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku, Hrvatska sveučilišna naklada



(2013). Hrvatski pravopis, Institut za hrvatski jezik i jezikoslovlje, <http://pravopis.hr/>



Hudeček, Lana, Milica Mihaljević (2009). Jezik medija - publicistički funkcionalni stil, Hrvatska sveučilišna naklada

Latin

45754

Lecturer in Charge



Doc. dr. sc.
Šime Demo

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	15
	45

Course Description

The objectives of the items refer students the basics of Latin morphology and syntax, and thus create the basis for subsequent work independently.

Course Type

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

Learning Outcomes

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

1. Identify the underlying problems of Latin morphology and syntax,
2. Name forms of Latin morphology (declension, conjugation and comparison),
3. Distinguish the specifics of individual declination,
4. Define the forms of the Latin syntax,
5. Apply the acquired knowledge in translating and understanding of the text,
6. Analyze original texts in a critical way,
7. Show skills in dealing with individual assignments.

General Competencies

After finishing the programme student will be able to:

1. interpret historical sources,
2. demonstrate the importance of interdisciplinary interpretations of historical events.

Grading

the student is in charge to attend at least 80% of the total number of lectures student, for a positive evaluation, is required to obtain a minimum of 75 credits during the semester and the final exam. The maximum amount of points is 150, divided in this way - four tests, which are held throughout the semester, carrying a total of 95, working in class 5, and the final exam 50 points.

Week by Week Schedule

1. Introduction - Overview of linguistic map of Europe and a history of Latin, a division of Indo-European languages, an overview of the language spoken or once spoken in Europe, the development of the Latin language of the local language with a negligible number of speakers to the world of language that has survived Empire in which it occurs
2. Parts of speech, reading and pronunciation - ways of pronouncing the Latin language: classical and traditional emphasis words: exercise, kind words and grammatical categories
3. The first declension - description and practicing the words I declination
4. First conjugation - present, formation and use of the present tense, the difference between assets and liabilities
5. The second declension - divisions within II. Declension: the masculine and neuter, extensions and exercise
6. Adjectives I and II. declension - a division of adjectives to declension, ways of declining certain genera
7. Present 2, 3 and 4 Conjugation - the difference in formations present within each conjugation, the use of present active and passive
8. The third declension - consonant fundamentals, methods of declining certain genera, formation basics
9. The third declension i-grounds and adjectives of the third declension - differences compared to III. declination of consonant basis, divisions within the adjectives with three, two and one endings
10. Imperfect - imperfect formation of active and passive, the use of imperfect
11. The fourth declension - divisions within IV. Declension: the masculine and neuter, extensions and exercise
12. The fifth declension - declension ways and peculiarities noun of V. declensions
13. Futur I - formation and methods of use of the future tense I. description of the differences between the first verb and 2 verbs and third and 4 Conjugation, the use of active and passive forms
14. Imperative I and II. - Description of the formation, the use of the imperative
15. Irregular verbs - the most irregular verbs and peculiarities in the formation of their forms

Literature



Interni udžbenik.



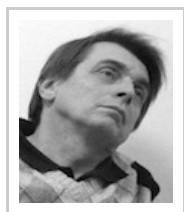
ŽEPIĆ, Milan (1991).
Latinsko-hrvatski rječnik
(jedanaesto izdanje), Zagreb,
Školska knjiga

Latin

52213



Lecturer in Charge



Prof. dr. sc.
Josip Talanga

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	60

Course Description

Course objectives are to (1) familiarize students with basic grammatical rules of the Latin language; (2) introduce them to Latin philosophical terminology; (3) explain to them the influence of Latin philosophical terminology on Croatian terminology; (4) enable them to compare Latin and contemporary English philosophical terminology.

Course Type

» Philosophy (Dual-major studies Study) (latin or greek, 1st semester, 1st year)

Learning Outcomes

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

1. Identify the basic grammatical form and structure of the Latin sentence
2. Analyze elementary philosophical sentences in Latin
3. Recognize the basic philosophical terminology in Latin
4. Recognize the development of philosophical problems exemplified by the development of philosophical terminology in Latin, classical Greek, Croatian and other languages
5. Identify the crucial concepts of philosophers who wrote in Latin
6. Demonstrate the linguistic and substantial influence of Latin terminology on Croatian scientific terminology
7. Explain the importance of scholastic method and conceptual analysis using the examples from Latin texts

General Competencies

After completing the course, students will be able to: (1) explain the basic philosophical concepts in the context of their linguistic origin; (2) analyze philosophical terminology within particular branches of philosophy in comparison to Latin philosophical tradition; (3) recognize and evaluate the background meaning of philosophical terms in Croatian, Latin and English language.

Grading

On the basis of regular attendance and active participation in classes, homework exercises, control tests and final tests.

Week by Week Schedule

1. First declension; first conjugation present tense; auxiliary verb esse. 24 philosophical sentences for translating from Latin and 10 sentences for translating into Latin.
2. Second declension; first and second declension adjectives; second, third and fourth conjugation present tense. 17 philosophical sentences for translating from Latin and 9 for translating into Latin.
3. Third declension; present passive and deponent verbs. 40 philosophical sentences for translating from Latin and 3 for translating into Latin.
4. Third declension adjectives; imperative, imperfect and future. 35 philosophical sentences for translating from Latin and 11 for translating into Latin.
5. Repetition. 20 + 20 philosophical sentences for translating from Latin.
6. Fourth and fifth declension; perfect. 15 philosophical sentences for translating from Latin. Additional 22 + 14 sentences for translating.
7. Week 5: Repetition. 20 + 20 philosophical sentences for translating from Latin. Week 6: Fourth and fifth declension; perfect. 15 philosophical sentences for translating from Latin. Additional 22 + 14 sentences for translating. Week 7: Comparison of adjectives and adverbs; past perfect; 32 philosophical sentences for translating from Latin. Week 8: Personal, reflexive and possessive pronouns; participles and infinitives; supin, gerund and gerundive. 32 philosophical sentences for translating from Latin.
8. Personal, reflexive and possessive pronouns; participles and infinitives; supin, gerund and gerundive. 32 philosophical sentences for translating from Latin.
9. Repetition. 27 additional sentences for translating from Latin (topics from ancient philosophy).
10. Repetition. 27 sentences for translating from Latin (topics from medieval philosophy).
11. Demonstrative pronouns; accusative with infinitive; the verb esse and compounds. 45 sentences for translating from Latin (related to philosophical tradition from Descartes to Kant).
12. Demonstrative pronouns; accusative with infinitive; the verb esse and compounds. 45 sentences for translating from Latin (related to philosophical tradition from Descartes to Kant).
13. A selection from *De ente et essentia* by Thomas Aquinas.
14. Relative and interrogative pronouns; ablative absolute; verb eo and compounds. Selected readings from Latin translation of Aristotle's *Categoriae* (4-6).
15. Numbers; verbs *fero, volo, nolo, malo, fio*; future exact; conjunctive forms. Selected readings from Latin translations of Aristotle, *Metaphysica* (IV 1-2) and *De interpretatione* (1-5).

Literature



V. Gortan, O. Gorski i P. Pauš (2009). Elementa Latina, 43. izdanje, Školska knjiga: Zagreb



Mirko Divković (1900). Latinsko-hrvatski rječnik, Zagreb



Margareta Gašparović (2001). 200 latinskih glagola, Školska knjiga: Zagreb



V. Gortan, O. Gorski i P. Pauš (2005). Latinska gramatika, 12. izdanje, Školska knjiga: Zagreb



Jozo Marević (2010). Latinsko-hrvatski rječnik, Školska knjiga, Zagreb

Latin

54542



Lecturer in Charge



Doc. dr. sc.
Šime Demo

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

Course Description

The objectives of the items refer students the basics of Latin morphology and syntax, and thus create the basis for subsequent work independently.

Course Type

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

Learning Outcomes

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

1. Identify the underlying problems of Latin morphology and syntax,
2. Name forms of Latin morphology (declension, conjugation and comparison),
3. Distinguish the specifics of individual declination,
4. Define the forms of the Latin syntax,
5. Apply the acquired knowledge in translating and understanding of the text,
6. Analyze original texts in a critical way,
7. Show skills in dealing with individual assignments.

General Competencies

Identify the underlying problems of Latin morphology and syntax.
Name forms of Latin morphology (declension, conjugation and comparison).

Grading

Students will write three colloquies and a final exam. Colloquies bring 67% of the grade, and final exam 33%.

Week by Week Schedule

1. Introduction - Overview of linguistic map of Europe and a history of Latin, a division of Indo-European languages, an overview of the language spoken or once spoken in Europe, the development of the Latin language of the local language with a negligible number of speakers to the world of language that has survived Empire in which it occurs

2. Parts of speech, reading and pronunciation - ways of pronouncing the Latin language: classical and traditional emphasis words: exercise, kind words and grammatical categories
3. The first declension - description and practicing the words I declination
4. First conjugation - present, formation and use of the present tense, the difference between assets and liabilities
5. The second declension - divisions within II. Declension: the masculine and neuter, extensions and exercise
6. Adjectives I and II. declination - a division of adjectives to declination, ways of declining certain genera
7. Present 2, 3 and 4 Conjugation - the difference in formations present within each conjugation, the use of present active and passive
8. The third declension - consonant fundamentals, methods of declining certain genera, formation basics
9. The third declension i-grounds and adjectives of the third declension - differences compared to III. declination of consonant basis, divisions within the adjectives with three, two and one completion
10. Imperfect - imperfect formation of active and passive, the use of imperfect
11. The fourth declension - divisions within IV. Declension: the masculine and neuter, extensions and exercise
12. The fifth declension - dekliniranja ways and peculiarities noun of V. declensions
13. Futur I - formation and methods of use of the future tense I. description of the differences between the first verb and 2 verbs and third and 4 Conjugation, the use of active and passive forms
14. Imperative I and II. - Description of the formation, the use of the imperative
15. Irregular verbs - the most irregular verbs and peculiarities in the formation of their forms

Literature



Interni priručnik za studente Hrvatskih studija (Knezović-Demo); svaki student će na početku semestra dobiti vlastiti primjerak udžbenika



ŽEPIĆ, Milan (1991). Latinsko-hrvatski rječnik (jedanaesto izdanje), Zagreb, Školska knjiga

Latin 1

37838



Lecturer in Charge



Prof. dr. sc.
Pavao Knezović

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15
	60

Teaching assistant

Prof. dr. sc. Pavao Knezović

Course Description

Understanding and mastering the phonology, part of morphology (declension of nouns, adjectives and pronouns part, first and second verbal stem indicative) and the basis of Latin syntax (sentence structure, verb valence, use of the preposition). The adoption of the basic concepts of grammatical analysis. Learning basic vocabulary. Introduction to Roman culture and civilization in accordance with the texts. Qualification for partial understanding and translating texts written in classical Latin.

Course Type

» Latin language (Dual-major studies Study) (required course, 1st semester, 1st year)

Learning Outcomes

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

1. Identify any forms of nouns and the present and perfect tense (indicative).
2. Apply acquired knowledge of the morphology of the Latin language in selected Latin text and translate it into Croatian.
3. Explain how the forms of nouns and verbs are used in Latin and translated into Croatian.
4. List the meaning of the Latin words of basic vocabulary without the help of dictionaries.

General Competencies

Identify any forms of nouns and the present and perfect tense (indicative).
Explain how the forms of nouns and verbs are used in Latin and translated into Croatian.

Grading

During the course and exam students will face sentences and short texts of classical Latin and it will be expected of them to accurately read the text, recognize forms and simple syntactic function of certain parts of sentences. On demand they will morphologically analyze each word; based on consulting reference literature they will fit the sentence in the context of civilization; finally, with understanding and respect to the rules of the mother tongue translate the given text. These skills will be assessed during the semester and the final exam.

Week by Week Schedule

1. An introduction into the history of the Latin language and the formation of the Latin alphabet. Phonetics in Latin (classical and traditional pronunciation, accent).
2. Phonetics in Latin (classical and traditional pronunciation, accent). Types of words. Grammatical categories. The first verb stem.
3. First or a- declension. Present indicative active. Infinitive of concurrence active. Imperative I. active.
4. The sentence - the basic unit of text. The second or o- declension. Adjectives first class. Pronominal adjectives.
5. Indicative present passive. Infinitive of concurrence passive. The third declension - consonant stems.
6. Imperfect. Prepositions (Part I). Basic elements of the sentence. The order of words in a Latin sentence.
7. The third declension the i- stem. Imperative II. Adjectives of the second classe. Prepositions (Part II).
8. Sentence core. Fourth or u- declension.
9. Future I. Fifth or e- declension.
10. Prepositions (Part III). Valence of the verbs.
11. Participle of concurrence. Peculiarities in the formation of tenses of the first base. Prepositions (Part IV).
12. Sentence peripherals. Connectors. Personal, reflexive, possessive pronouns and possessive reflexive pronoun.
13. Expressing belonging with pronouns. Second verb stem.
14. Perfect active. Pluperfect active. Future II. active. Infinitive of anteriority (perfect infinitive) active.
15. Verbs without first stem. Prepositions (Part V). Verbs of court proceedings.

Literature



P. Knezović, Š. Demo (2011).
Latinski jezik 1-2 (skripta),
str. 1-104., Hrvatski studiji



M. Divković (2006).
Latinsko-hrvatski rječnik,
Dunja



J. Marević (2000). Latinsko-
hrvatski enciklopedijski
rječnik, sv. I-II, Marka -
Matica hrvatska

Latin 2

38751



Lecturer in Charge



Lekt.
Zdravka Martinić-
Jerčić

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours
15
45

Teaching assistant
Zdravka Martinić-Jerčić,
Lekt.

Prerequisites
Latin 1

Course Description

Mastering part of morphology (forms of the third verbal stem, subjunctive, pronouns, comparison of adjectives, formation and comparison of adverbs, numbers, words of Greek origin), and base syntax of the Latin language (syntax of numbers, comparative and superlative, semantic subjunctive). Training the subject matter from the Latin language 1 course and expanding of basic vocabulary (about 1500 words). Introduction to further basic concepts of Roman civilization. Qualifications for independent translation of simple texts written in classical Latin.

Course Type

» Latin language (Dual-major studies Study) (required course, 2nd semester, 1st year)

Learning Outcomes

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

1. Identify the forms of all nouns and verb tenses of all stems (indicative and subjunctive).
2. Apply the knowledge acquired in the analysis of Latin text.
3. Apply knowledge by translating independently an easier text from Latin into Croatian and vice versa.
4. Create forms transforming a simpler Latin sentence to another tense, voice or mode.

General Competencies

Identify the forms of all nouns and verb tenses of all stems (indicative and subjunctive).

Apply knowledge for translating simple texts written in classical Latin.

Grading

Students must morphologically analyze the given sentence in class, transforming them with respect to the categories of tense, number, mood and voice, and translate into Croatian and vice versa, respecting the rules of grammar and meaning of words, phrases and entire sentences. All these elements will continue to be monitored and evaluated in midterm examinations and the final exam.

Week by Week Schedule

1. Comparison of adjectives (Part I). Greek alphabet.
2. Declension of Greek words in Latin. The syntax of comparatives and superlatives.
3. The use of superlative and comparative in relative form. Incomplete verbs.
4. Comparison of adjectives (II).
5. Demonstrative pronouns (I). Adverbs. Formation of adverbs from adjectives.
6. Comparison of adverbs. Perfect participle.
7. The third verb stem (participle). Perfect, pluperfect and future II. passive.
8. The cardinal numbers up to 20. Ordinal numbers up to 20th. Stacking of subject and predicate.
9. Demonstrative pronouns (II). Relative pronoun.
10. Deponent verbs. Semideponent verbs. Subjunctive.
11. Semantic subjunctive. The Cardinal and Ordinal numbers from 21 to 1000.
12. General relative pronoun. The verb *fiō*. Interrogative pronouns.
13. The indefinite pronouns. Local pronominal adverbs. Impersonal verbs. Distributive numbers.
14. Adverbial numbers. Subjunctive verbs with particular forms in the first basis.
15. Numbers greater than 1000. Multiplying numbers. Expressing position and movement. Roman calendar. Adverbs.

Literature



P. Knezović, Š. Demo (2011).
Latinski jezik 1-2 (skripta),
str. 105-196., Hrvatski
studiji



M. Divković (2006).
Latinsko-hrvatski rječnik,
Dunja



J. Marević (2000). Latinsko-
hrvatski enciklopedijski
rječnik, sv. I-II, Marka -
Matica hrvatska

Latin 3

38867



Lecturer in Charge



Doc. dr. sc.
Šime Demo

ECTS Credits 6.0

English Level Lo

E-learning Level L1

Study Hours
30
60

Teaching assistant
Rudolf Barišić

Prerequisites
Introduction to Latin
Philology
Latin 2

Course Description

Understanding and mastering of the syntax of the conjunctive, consecutio temporum, part of the construction of non-finite verbs (nominativus cum infinitivo, gerund, gerundive, periphrastic conjugations) and of the syntax of the cases. Broadening, implementation and consolidation of knowledge of morphology. Establishing and expanding knowledge of the Latin vocabulary and phraseology. Training for partially understanding and translating texts written in classical Latin.

Course Type

» Latin language (Dual-major studies Study) (required course, 3rd semester, 2nd year)

Learning Outcomes

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

1. Identify different ways of the semantic use of the conjunctive.
2. Describe constructions of the non-finite verbs.
3. Construct sentences with the constructions of the non-finite verbs.
4. Discriminate different syntactical uses of the individual cases.
5. Estimate individual sentence with the construction of the non-finite verbs used.
6. Compare ways how to express different semantic concepts in Croatian and in Latin language.
7. Use earlier knowledge of morphology in the new texts.

General Competencies

Use earlier knowledge of morphology in the new texts. Compare ways how to express different semantic concepts in Croatian and in Latin language.

Grading

During the classes and the exam, students will be confronted with sentences and text of the classical Latin language, and they will be expected to be able to recognize syntactical and semantical functions of the individual segments. Also recognizing of the non-finite verb constructions is expected. Students are also supposed to be able to carefully translate text to the Croatian language.

Week by Week Schedule

1. Semantical and gramatical conjunctive.
2. Future active participle and periphrastic conjugation active.
3. Consecutio temporum.
4. Gerund and gerundive.
5. Periphrastic conjugation active.
6. Gerundive as adjective of the gerund.
7. Supine.
8. Subject.
9. Complements of the subject.
10. Nominativus cum infinitivo.
11. Syntax of the accusative.
12. Syntax of the dative.
13. Syntax of the genitive.
14. Syntax of the ablative.
15. Expression of the relations of the tenses.

Literature



Demo, Šime Latinski jezik 3
(interni priručnik)



Divković, Mirko Latinsko-
hrvatski rječnik: za škole,
više izdavača



Marević, Jozo (2000).
Latinsko-hrvatski
enciklopedijski rječnik, sv. I-
II, Matica hrvatska

Latin 4

38868

Lecturer in Charge



Doc. dr. sc.
Šime Demo

ECTS Credits	6.0
English Level	Lo
E-learning Level	L1
Study Hours	30 60

Teaching assistant
Rudolf Barišić

Prerequisites
Latin 3

Course Description

Understanding and mastering of the syntax of the trivalent verbs; part of the construction of non-finite verbs (accusativus cum infinitivo; ablative absolute) and of the syntax of the sentence clause structure. Broadening, implementation and consolidation of knowledge of morphology and earlier learned syntax. Establishing and expanding knowledge of the Latin vocabulary and phraseology. Training for fully self-understanding and translating texts written in classical Latin.

Course Type

» Latin language (Dual-major studies Study) (required course, 4th semester, 2nd year)

Learning Outcomes

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

1. Compose sentences with the trivalent verbs.
2. Compose accusativus cum infinitivo.
3. Analyze different types of the construction of the ablative absolute.
4. Identify different types of the attributes and of the appositions.
5. Predict different constructions of the adjectives and of the adverbs.
6. Classify sentence clause structure.
7. Explain Latin text.

General Competencies

To analyze Latin sentence by meaning and its structure. To explain Latin text.

Grading

During the classes and the exam, students will be confronted with sentences and text of the classical Latin language, and they will be expected to be able to recognize syntactical and semantical functions of the individual segments. Also recognizing of the non-finite verb constructions is expected. Students are also supposed to be able to carefully translate text on the Croatian language.

Week by Week Schedule

1. Trovalent verbs.

2. Accusativus cum infinitivo.
3. Indirect matters.
4. Other complements.
5. Ablative absolute.
6. Attribution and apposition.
7. Modification of the adverbs and of the adjectives.
8. Deliberative sentences.
9. Consequential sentences.
10. Causal sentences.
11. Temporal sentences.
12. Conditional sentences.
13. Permissive sentences.
14. Modal sentences.
15. Attribute sentences.

Literature



Demo, Šime Latinski jezik 4
(interni priručnik)



Divković, Mirko Latinsko-
hrvatski rječnik: za škole,
više izdavača



Marević, Jozo (2000).
Latinsko-hrvatski
enciklopedijski rječnik, sv. I-
II, Matica hrvatska

Latin 5

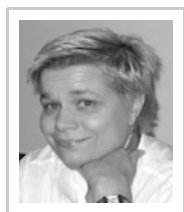
61850



Lecturers in Charge



Izv. prof. dr. sc.
Tamara Tvrtković



Lekt.
Zdravka Martinić-
Jerčić

ECTS Credits 5.0

English Level L1

E-learning Level L2

Study Hours
30
30

Prerequisites
Latin 4

Course Description

The main objective of the course is to recognize the basic stylistic terminology and give a broad picture of the stylistic characteristics of representative works of Roman prose authors (historiography with Caesar and Livy, oratory and Cicero and novel with representatives Apuleius and Petronius).

Students will be able to work by themselves on the original text written in Latin by active reading and to linguistically and stylistic analyse these texts.

Course Type

» Latin language (Dual-major studies Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Define the difference between ancient rhetoric and modern stylistic
2. Identify and describe the basic styles of Roman literature;
3. Name and identify the basic stylistic means of expression;
4. Identify and name syntactic and semantic structures in the text;
5. Analyze the styles of certain author;
6. Compare the similarities and differences in the style of certain genres.

General Competencies

Students will identify and recognize stylistic means of expression and they will be able to translate the complex language structures.

Grading

Class attendance, exam or colloquium.

Week by Week Schedule

1. Introduction, Literature
2. Ancient rhetoric and modern stylistics; similarities and differences / Work in prose text: Caesar, De bello civili, III, 2 (lecture), III, 102 (seminar)

3. Basic terms of ancient rhetoric; terminology, the representatives authors / Work in prose text: Caesar, *De bello civili* III, 3-4 (lecture), 103-104 (seminar)
4. Main styles (genus humile, medium genus, genus sublime) / Work on prose text: Livy, *Ab urbe condita*, XXI, 40 (lecture), XXI, 21 (seminar)
5. "Elocutio" Quintilian: *Institutio oratoria* / Work in prose text: Livy, *Ab urbe condita*, XXI, 40 (lecture), XXI, 22 (seminar)
6. Terminology: Comparison of historiographical and rhetorical style / Work in prose text: Livy, *Ab urbe condita*, XXI, 41 (lecture), XXI, 23 (seminar)
7. Tropes and figures / Work in prose text: Cicero, *Epistulae ad familiares* XVI, 4 (lectures); *Somnium Scipionis* 9,10,11 (seminar)
8. Coma, colon, period (Cicero *Pro Archia poeta*) / Work on prose text: Cicero, *Epistulae ad familiares* XVI, 4 (lectures); *Somnium Scipionis* 12.13 (seminar)
9. Stylistic differences in Cicero's speeches and letters / Work in prose text: Cicero, *Epistulae ad familiares* XVI, 4 (lectures); *Somnium Scipionis* 14, 15 (seminar)
10. Linguistic features of imperial period; / Work on prose text: Petronius, *Cena Trimalchionis* XXXII (lectures); LXXI (seminar)
11. Characteristics of Petronius style / Work in prose text: Petronius, *Cena Trimalchionis* XXXIII (lectures); LXXI (seminar)
12. Characteristics of Apuleius style / Work in prose text: Petronius, *Cena Trimalchionis* XXXIII (lectures); LXXI (seminar)
13. Work in prose text: Apuleius, *Asinus aureus* IX, 5 (lecture), III, 23-24 (seminar)
14. Comparison of all writers, works and characteristics of specific genres and periods
15. Synthesis

Literature



Cezar, Livije, Petronije, Apulej, Ciceron. Odabrani tekstovi latinskih proznih pisaca, <http://www.thelatinlibrary.com/>



Materijali na webu (Merlin) i materijali podijeljeni na satovima

Latin 6

61853



Lecturer in Charge



Izv. prof. dr. sc.
Tamara Tvrtković

ECTS Credits 5.0

English Level L1

E-learning Level L2

Study Hours
30
30

Teaching assistant

Izv. prof. dr. sc. Tamara
Tvrtković

Prerequisites

Latin 5

Course Description

The main objective of the course is to recognize the basic stylistic terminology and give a broad picture of the stylistic characteristics of representative Roman poetry works (elegy with Tibullus and Propertius, comedy with Terence, didactic epic poetry with Lucretius and satire with Juvenal). Students will be able to work by themselves on the original text written in Latin by active reading and to linguistically and stylistically analyse these texts.

Course Type

» Latin language (Dual-major studies Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Identify and describe the types of lyric and epic and list their characteristics;
2. Identify and list poetic stylistic means of expression;
3. Identify differences among the types of lyric;
4. Apply vocabulary;
5. Recognize and name syntactic and semantic structures in the text;
6. Compare lyric or epic text with other texts by the same author or same genre.

General Competencies

Students will identify and recognize stylistic means of expression and they will be able to translate the complex language structures.

Grading

Class attendance, homework, exam or colloquium.

Week by Week Schedule

1. Introduction, Literature
2. The concept of poetry in antiquity: Aristotle and Horace / Epistula ad Pisones: Ars Poetica

3. Literary genres; work on text / Terence 806-881 (lecture); Introduction and Prologue (seminar)
4. Development of the Latin language; work on text / Terence 806-881 (lecture) 26-58 (seminar)
5. Development of comedy; work on text / Terence 806-881 (lecture) 957-1001 (seminar)
6. The lyrical forms: elegy / Tibullus I, 3 (lectures) and 1 (seminar)
7. Perception of genres in Roman poetry; work on text / Tibullus III, 19 (lectures) and 1 (seminar)
8. Structure of poetry; work on text / Propertius I, 1 (lectures) and 2 (seminar)
9. Metric terms; work on text / Propertius I, 1 (lectures), II, 12 (seminar)
10. Caesura in Roman poetry; work on the text: a comparison of Tibullus, Propertius and other elegists
11. Changing of rhythm as stylistic means, work on the text: Lucretius V, 1028-1090 (lectures) V, 925-965 (seminar)
12. Tropes and figures; work on the text: Lucretius V, 1028-1090 (lectures) V, 966-987, 1161-1178 (Seminar)
13. Semantic field, work on the text: Juvenal 268-314 (lectures); 1-40 (seminar)
14. Stylistic features of genres; work on the text: Juvenal 268-314 (lecture) 41-80 (seminar)
15. Synthesis

Literature



Tibul, Propercije, Lukrecije, Juvenal, Terencije. Odabrani tekstovi rimske poezije, <http://www.thelatinlibrary.com/>

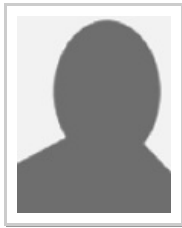


Materijali na webu (Merlin) i materijali podijeljeni na satovima

Latin Literature 1

45756

Lecturer in Charge



Prof. dr. sc.
Pavao Knezović

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30
	30
Teaching assistant	Lucija Krešić

Course Description

Introduction into Roman literature and literature since its beginnings until first century before Christ.

Course Type

- » Latin language (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Define beginnings of Roman literature.
2. Analyze relations between Roman and Greek literature.
3. Reproduce periods of Roman literature and its main representatives.
4. Analyze initial period's writings of Roman literature

General Competencies

Students will be able to: define beginnings of Roman literature, list periods of Roman literature and its main representatives.

Grading

Written test and oral examination.

Week by Week Schedule

1. Introduction. Literature, student's obligations.
2. Current state of Roman literature, causes of Roman literature decadence, reasons for preservation of its literary work.
3. Sources and beginning of Roman literature. Period of Roman literature and its specialities.
4. Oral literature in verse and in prose.
5. A. C. Caecus
6. L. Livius Andronicus
7. Gnaeus Naevius
8. Quintus Ennius
9. Titinius, L. Afranius and T. Q. Atta
10. T. M. Plautus
11. T. M. Plautus
12. M. Pacuvius and L. Accius
13. The Scipionic circle
14. Terence and its work
15. M. P. Cato

Literature



Budimir, Milan; Flašar, Miron (1963). Pregled rimske književnosti: De auctoribus Romanis, Naučna knjiga, Beograd



Tit Makcije Plaut Hvalisavi vojnik (Miles gloriosus) ili Čup (Aulularia)



Publije Terencije Afer Svekruva (Hecyra) ili Samomučitelj (Heautontimorumenos)



Vladimir Vratović (2008). Rimska književnost, (str. 5-90), Biokova, Zagreb



Sabadoš, Dionizije; Zmajlović, Zvonimir (1975). Anthologia Latina, Školska knjiga, Zagreb

Latin Literature 2

37568



Lecturer in Charge



Prof. dr. sc.
Pavao Knezović

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

Prerequisites
Introduction to Latin
Philology

Course Description

Introduction into Roman literature, writers and opus of Golden age - late republic and age of August. Student is introduced to writers' history overview, their affiliation to the same scientific disciplines as well as literary genres also. First period of Golden age literature is called Cicero's period (late republic), and second is August time or Caesar's age.

Course Type

» Latin language (Dual-major studies Study) (required course, 3rd semester, 2nd year)

Learning Outcomes

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

1. Arrange data about writers and opus of so called Golden Age, so they can be reliably abstracted from total corpus of Latin literature.
2. Identify writers of Cicero's and August period and their value in Roman and world literature.
3. Compare knowledge about writers and opus so called Golden Age with previous period of Roman literature.
4. Categorize knowledge and apply it on other study field (Roman poetry, Roman prose etc.)

General Competencies

Identify authors of Cicero's and August's age among with their character in Roman and world literature. Arrange knowledge and apply it on other study field (Roman poetry, Roman prose etc.)

Grading

Participation, discussion in class. Presentation of particular writer and his work. Written examination, or oral one.

Week by Week Schedule

1. Introduction with literature and students obligations.
2. Historical environment of Golden Age. Cicero's period.
3. T. Lucretius Carus and didactical epic.

4. M. T. Cicero and rhetorical and philosophy development.
5. T. Terentius Varro and historiography of 1.c. before Ch.
6. Lyrics: poetae docti and C.V. Catullus.
7. Summarizing main characteristics of Cicero's age(examination).
8. II. part. Augustan age.
9. Historical environment of living and activity of August age.
10. P. Vergilius Maro, idyllic poetry and making national epic.
11. C. Horatius Flaccus.
12. Roman elegy /A. Tibullus, S. Propertius, P. Ovidius Naso).
13. Age prose (T. Livius).
14. Summarizing main characteristics of age (examination).
15. Conclusion, discussion.

Literature



T.L.Carus; C. Sallustius Crispus; Q. Horatius Flaccus; T. Livius / Ciceron; Vergilije; Horacije Lektira na latinskom: 1. T. Lucretii Cari De rerum natura (I, 1-43); 2. C. Sallustii Crispi Bellum Catilinae, c. 51 3. Q. Horatii Flacci, Sermones I, 9
4. T. Livii Ab Urbe condita: Praefatio; I, 15-16, II 12-13
Lektira na hrvatskom: M. T. Ciceron, Govornik P. Vergilije Maron, Eneida K. Horacije Flak, Pjesničko umijeće, sva izdanja / mreža



Vratović, Vladimir (2008). Rimska književnost, Biokova, Zagreb



Paratore, Ettore La letteratura latina dell' età repubblicana e augustea, Sansoni, Firenze

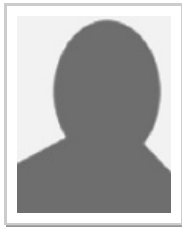


priređio D. Škiljan (1996). Leksikon antičkih autora, Latina&Graeca, Matica hrvatska

Latin Literature 3

37572

Lecturer in Charge



Prof. dr. sc.
Pavao Knezović

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

Course Description

Course Type

» Latin language (Dual-major studies Study) (required course, 4th semester, 2nd year)

Learning Outcomes

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

1. Arrange data about writers and opus of so called Silver Age, so they can be reliably abstracted from total corpus of Latin literature.
2. Identify writers of Silver period and their value in Roman and world literature.
3. Compare knowledge about writers and opus so called Silver Age with previous period of Roman literature.
4. Categorize knowledge and apply it on other study field (Roman poetry, Roman prose etc.)

General Competencies

Identify authors of Silver age with their character in Roman and world literature. Arrange knowledge and apply it on other study field (Roman poetry, Roman prose etc.)

Grading

Participation, discussion in class. Presentation of particular writer and his work. Written test and oral examination.

Week by Week Schedule

1. I. part: Julii- Claudii dynasty writers.
2. Roman Empire state during Julii-Claudii dynasty and Silver Age literary main characteristics.
3. L.A. Seneca Younger, biography and his works.
4. Petronius Arbiter.
5. M.A. Lucanus, A.P. Flaccus.
6. Writers of classicistic epic.

7. Phaedrus and his work.
8. Summarizing main characteristics of Julii-Claudii dynasty writers - partial examination.
9. II. part: writers from Flavii dynasty.
10. Historical circumstances of living and working Flavii dynasty writers.
11. M. V. Martialis and his epigrammata.
12. D. J. Juvenalis and his satire.
13. M. F. Quintilianus.
14. Cornelius Tacitus.
15. C. Plinius Caecilius Younger. Philology, historiography and science literature of Silver Age. Summarizing of main characteristics of Flavii dynasty - partial examination.

Literature



Fedro; Seneka; Plinije Mlađi; Petronije; Lektira na latinskom: 1. Phaedri Fabulae Aesopiae: Prol., lib. I, 1., 3.-6., 13., 21., 24., lib. III, 1., 7., 18., lib. IV, 3., 9., 10. i 20; 2. L. Annaei Senecae (Minoris), Dialogi: Ad Gallionem de vita beata, 1 - 6; 3. G. Plinii Caecilii Secundi (Minoris), Epistulae, lib. I, 9., lib. III, 5, lib. X, 96. i 97. Lektira na hrvatskom: Petronije Arbiter: Satire (Satirikon) L. A. Seneka Mlađi: Pretvorba božanskog Klaudija u tikvu., sva izdanja / mreža



Vratović, Vladimir (2008). Rimska književnost, Biokova, Zagreb



priređio Dubravko Škiljan (1996). Leksikon antičkih autora, Latina&Graeca, Matica hrvatska, Zagreb

Latin Literature 4

37576



Lecturer in Charge



Prof. dr. sc.
Pavao Knezović

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

Course Description

Introduction into Roman literature between 117.- 524. an. and into its relationship toward early Christian literature.

Course Type

» Latin language (Dual-major studies Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Define historical circumstances of late Roman empire.
2. Reproduce writers - representatives of late Roman empire
3. Analyze main pieces of late Roman empire.
4. Compare writers and pieces of late republic, age of August and the early empire, with opus of late Roman empire.
5. Interpret main literary novelties in late Roman empire and get them into connection with their representatives.

General Competencies

Subject contributes to all learning outcomes at programme level.

Grading

Written test, oral examination.

Week by Week Schedule

1. Introduction. Presenting literature and students obligations.
2. Temporal determination of late Roman empire period and its main characteristics. Historical circumstances: anarchy period and division of empire.
3. Suetonius.
4. Suetonius and its model of biography.
5. Poetae novelli (Fronto, Gellius).
6. Apuleius.
7. Apuleius, novel.

8. Roman writers and scholars of 3. and 4ct. Circle of Symmachus. Pagan literature compared to Christian. Writers of Historia Augusta.
9. Ammianus Marcellinus, Donatus.
10. Martianus Capella.
11. Martianus Capella, texts.
12. Writers and opus of 5. and 6. ct.
13. Writers and opus of 5. and 6. ct.
14. Boetius and Consolatio philosophiae.
15. Consolatio philosophiae.

Literature



Budimir, Milan; Flašar, Miron (1963). Pregled rimske književnosti De auctoribus Romanis, Naučna knjiga, Beograd



Vladimir Vratović (2008). Rimska književnost, Biokova, Zagreb



Apulej Zlatni magarac: Asinus aureus



Conte, Gian Biagio (1994). Latin literature, The Johns Hopkins University Press, Baltimore and London



Svetonije Dvanaest rimskih careva (životopisi: Julije Cezar, August, Neron, Vespazijan)

Latin Patrology

37578



Lecturer in Charge



Prof. dr. sc.
Pavao Knezović

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

Teaching assistant
Prof. dr. sc. Pavao Knezović

Prerequisites
Latin Literature 4

Course Description

To familiarize students with the writers and works of early Christian literature in Latin. By reading the original texts students will gain knowledge and ability to identify characteristics of patristic texts regarding vocabulary and patristic world view. Conducting a detailed analysis of selected texts from Jerome's translation of the New Testament students will make an inventory of lexical and syntactic peculiarities of Vulgar Latin. Students will acquire sufficient knowledge to identify the characteristics of the Latin and early Christian patristic literature.

Course Type

» Latin language (Dual-major studies Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Collect data on the patristic writers and works in order to differentiate them from writers from Roman literature classical era.
2. Identify Latin patristic writers and their value in the context of Roman and world literature.
3. Explain the importance of patristic authors works in development of Latin language and Christian world view.
4. Collect data about Latin patristic writers and to apply them in other courses
5. Combine knowledge about latin patristic writers and their works and knowledge about writers from other eras in literacy
6. Define differences between vulgar peculiarities and literate Latin.

General Competencies

Elaborate the importance of patristic writers in the development of Latin literature and Christian world view. Collect data about patristic writers and their works in order to distinguish them from the writers of other eras in Roman literacy.

Grading

During the course, the evaluation is comprised of: participation in the lesson exercises, writing the essay, two written colloquiums during the semester or final written and oral exam.

Week by Week Schedule

1. Early Christian literature; term and span. Characteristic deviations in use of prepositions
2. Acta, Passiones, Martyria. Deviations in syntax of complex sentences. New Testament (selected text)
3. Apologets: Tertulianus, Minutius Felix; Ciprianus. Deviations in syntax of complex sentences. New Testament (selected text)
4. Apologets: Tertulianus, Minutius Felix; Ciprianus. Deviations in syntax of complex sentences. New Testament (selected text)
5. Arnobius; Navatianus, Lactantius.
6. The age of great Church fathers: Ambrose, Jerome, Augustin, Prudentius.
7. The age of great Church fathers: Ambrose, Jerome, Augustin, Prudentius.
8. The age of great Church fathers: Ambrose, Jerome, Augustin, Prudentius.
9. The age of great Church fathers: Ambrose, Jerome, Augustin, Prudentius.
10. The age of great Church fathers: Ambrose, Jerome, Augustin, Prudentius.
11. The age of great Church fathers: Ambrose, Jerome, Augustin, Prudentius.
12. Halcidius, Priscianus, G. M. Victorinus
13. Iuvenus, Comodanus, Dracontius, Sedulius
14. Leo the Great, Cassiodorus, Benedict
15. Leo the Great, Cassiodorus, Benedict

Literature



Pavić- T. Z. Tenšek:
Patrologija, Kršćanska
sadašnjost, Zagreb, 1933.



V. Vratović, Rimska
književnost, Biakova,
Zagreb, 2008., 185-220.



Lektira na latinskom:
Euangelium secundum
Lucam. 19 - 21 i. Acta
apostolorum: c. 15 - 18. i 27.
28. Minutii Felicis,
Octavius, i 10. Hieronymi
Epistulae: IV (Ad
Florentium), VI (Ad
Iulianum diaconum), XIV
(Ad Heliodorum
monachum), XVI (Ad
Damasum papam), XXII (Ad
Eustochium de custodia
virginitatis, c. 15 i c. 30).



Lektira na hrvatskom:
Augustin, Aurelije:
Ispovijesti, (knj. I. i II.),
Kršćanska sadašnjost,
Zagreb, (sva izdanja)
Laktancije, Lucije Cecilije
Firmijan: O smrti
progonitelja, Književni
krug, Split, 2005. Jeronim:
Život svetog Pavla prvog
pustinjaka.

Logic 1

37718



Lecturer in Charge



Prof. dr. sc.
Srećko Kovač

ECTS Credits	7.0
English Level	L1
E-learning Level	L2
Study Hours	30
	30

Teaching assistant
Dragana Sekulić, dr. sc.

Course Description

- (1) To become familiar with and to understand basic logical (syntactic and semantic) concepts, (2) to master the formal language of first-order logic and techniques of the translation of Croatian sentences into the logical language,
- (3) to master the formal methods of proof in first-order logic.

Course Type

- » Philosophy (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Apply logical formalization to simpler, concrete examples from the philosophical literature
2. Explain basic logical concepts: proposition, formula, truth, validity, consequence, provability, consistency
3. Interpret the distinction between the logical syntax and logical semantics
4. Apply logical procedures in solving basic types of logical problems (validity, satisfiability, equivalence)
5. Construct a truth-tree or a simpler formal proof
6. Explain the use of formal logic in the logical analysis of Croatian sentences

General Competencies

After successfully finished course students will be able to (1) interpret the role of logic and logical concepts in philosophy, (2) apply logical formalization to simpler, concrete examples from the philosophical literature.

Grading

During the course, at each meeting short assignments are being written (for + or mark) with the possibility of the joint work, during the semester three individual assignments are written (for a numeric mark). By written assignments and written exam mainly technical skills are checked, whereas at the oral exam the understanding of concepts and problems is checked.

Week by Week Schedule

1. The concept of logic, logical language, and inference (2+2)
2. Syntax of the propositional logical language, proposition (2+2)
3. Semantics of the propositional logical language, truth (2+2)
4. Translation of Croatian sentences into the propositional logical language (2+2)
5. Validity, consequence, truth-tree (2+2)
6. Provability, inconsistency and propositional deduction (2+2)
7. Syntax of the first-order logical language, formula, quantifiers (2+2)
8. Semantics of the logical first-order language, first-order truth (2+2)
9. Translation of Croatian sentences into the logical first-order language (2+2)
10. Logical opposition and the square of opposition (2+2)
11. Semantic properties in the first-order logic and first-order truth-tree (2+2)
12. Deductive concepts and first-order deduction (2+2)
13. First-order logic with identity (2+2)
14. Methods and procedures in first-order logic with identity (2+2)
15. Formalization of definite descriptions, uniqueness and numbers (2+2)

Literature



Bergmann, M.; Moor, J.; Nelson, J. (2004). *The Logic Book*. 4. izd., Poglavlja 1-5. i 7-10. te 6.3 i 11.2. (1 od prva 4 naslova), New York: McGraw Hill



Barwise, J.; Etchemendy, J. (1999). *Language Proof and Logic* str. 1-401. (1 od prva 4 naslova), New York: Seven Bridges



Jeffrey, R. (1989). *Formal Logic: its Scope and Limits*. 2. izd., str. 1-124., 160-177. (ili novija izdanja), (1 od prva 4 naslova), New York: McGraw Hill



Ćirović, B. (1996). *Uvod u matematičku logiku i teoriju rekurzivnih funkcija* (1 od prva 4 naslova), FTI D. I., Zagreb



Kovač, S., Žarnić, B. (2008). *Logička pitanja i postupci*, Kruzak: Zagreb

Logic 2

28313



Lecturer in Charge



Prof. dr. sc.
Srećko Kovač

ECTS Credits 7.0

English Level L1

E-learning Level L2

Study Hours
30
30

Teaching assistant
Dragana Sekulić, dr. sc.

Prerequisites
Logic 1

Course Description

(1) To prove the main meta-theoretical results about first-order logic, (2) to make students familiar with the problems of algorithms in logical methodology (2) to make students familiar with the basics of higher-order logic, its properties and motives. On the ground of this, the aim is to show how to approach to ontological problems by means of logic.

Course Type

- » Philosophy (Dual-major studies Study) (required course, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Describe and interpret the philosophical (especially ontological) relevance of logical methodology,
2. Explain the basic properties of logical systems and procedures: soundness, completeness, computability and decidability
3. Interpret the basic distinctions between first-order logic, first-order arithmetic, and higher-order logic
4. Interpret the reasons of the appearance of logical antinomies and apply logical knowledge in their solving

5. Describe and draw a flowchart of a simpler register machine and describe it as a first-order inference
6. Select a logical approach in studying basic philosophical questions
7. Apply the logical methodology in the treatment of philosophical problems

General Competencies

After successfully finished course students will be able to (1) describe and interpret the philosophical (especially ontological) relevance of logical methodology, (2) apply the logical methodology in the treatment of philosophical problems like the relationship of truth and proof, objective world and abstract syntactic systems, scope and limits of mechanical procedures, the relationship between abstract and concrete objects etc.

Grading

During the course, at each meeting short assignments are being written (for + or mark) with the possibility of the joint work, during the semester three individual assignments are written (for a numeric mark). By written assignments and written exam mainly technical skills are checked, whereas at the oral exam the understanding of concepts and problems is checked.

Week by Week Schedule

1. Truth functions and expressive completeness (2+2)
2. Reduction of logical language to a smaller number of operators and mathematical induction (2+2)
3. Duality laws (2+2)
4. Soundness of first-order deductive system (2+2)
5. Maximal consistency and Lindenbaum's lemma (2+2)
6. Omega-completeness and the saturated sets lemma (2+2)
7. Canonical models and the theorem of completeness (2+2)
8. Löwenheim-Skolem theorem, compactness (2+2)
9. Decision procedure and Church's thesis (2+2)
10. Formalization of the concept of computability, register machine and the halting problem (2+2)
11. Theorem of undecidability of first-order logic (2+2)
12. Arithmetization of syntax (2+2)
13. Gödel's incompleteness proof (2+2)
14. Logical and semantic paradoxes (and their ontological aspect) (2+2)
15. Solution of the paradoxes in simple type theory, language and semantics of higher-order logic (2+2); incompleteness in higher-order logic (2+2)

Literature



Šikić, Z. (ur.) (1987). Novija filozofija matematike (poglavlje: Kleene, S. C. Izračunljivost, odlučivost i teoremi nepotpunosti), Nolit: Beograd



Ćirović, B. (1996). Uvod u matematičku logiku i teoriju rekurzivnih funkcija (str. 39-45., 85-96., 101-159.), FTI D. I., Zagreb



Švob, G. (2009). Od slike do igre (poglavlje: Ima li danas logičkih antinomija?), Artresor: Zagreb



Bergmann, M.; Moor, J.; Nelson, J. (2004). The Logic Book, 4. izd. (poglavlja 6 i 11), McGraw Hill: New York



Kovač, S. (2013). Svojstva klasične logike: skripta, Hrvatski studiji: Zagreb

Magazines and Periodicals

28489

Lecturer in Charge



Doc. dr. sc.
Jelena Jurišić

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

Teaching assistant
Martell Vukušić, dipl.nov.

Course Description

Present all possible ways of writing in weekly, monthly and bimonthly magazines and train students to write in magazines and periodicals with a critical perception of reality. Furthermore, the intention is to train students to work for a magazine or a periodical, that is, to participate in editorial board, collaborate with other members of the editorial staff and conduct some field work.

Course Type

- » Communication Sciences (Dual-major studies Study) (agencies-the press, 4th semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (agencies-the press, 6th semester, 3rd year)
- » Communication Sciences (Dual-major studies Study) (elective courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (agencies-the press, 4th semester, 2nd year)
- » Communication Sciences (Study) (agencies-the press, 6th semester, 3rd year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 6th semester, 3rd year)

Learning Outcomes

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

1. Define magazines and periodicals.
2. List, apply and identify common codes and standards of journalistic writing for magazines and periodicals.
3. Distinguish, in theory and use, between reporting for daily newspapers and that for magazines and periodicals.
4. Define and know the work of a magazine or periodical editorial staff of and a development process.
5. Demonstrate the knowledge and use of a news writing style in reporting.
6. Define, explain and apply the skills of editing a text.
7. List, identify and use typical magazine and periodical forms.
8. Demonstrate knowledge of and apply journalism ethics for work in magazines and periodicals.

General Competencies

Apply knowledge of the basic concepts of communication sciences and journalism related to the subject; Identify and describe the place and the role of journalism and mass media in society; Explain and critically analyze the acquired theoretical and practical knowledge; Identify, explain and analyze the situation, innovations, challenges, and issues in the media and journalism; Apply acquired journalistic skills in reporting for magazines and periodicals;

Grading

Class attendance and participation in the course discussions are particularly taken into account, in addition to writing articles and the final written and oral exam.

Week by Week Schedule

1. Introductory lecture: Introduction to the course content and duties and tasks - the layout of the course. Seminar: Introduction: the questionnaire is handed out for the purposes of a quality individual work and progress. Writing an article without using the computer for the sake of a better insight into the current writing ability of each student.
2. 2nd lecture: General standards of journalistic writing - general presentation of writing rules in journalism. Seminar: Individual work with each student on the questionnaire and an article in order to gain a better insight into the current state of a student's journalistic writing, and then determine thematic areas in which each student will create topics for an impromptu editorial board and write articles.
3. 3rd lecture: Differences between daily and weekly / monthly publications: differences in the way of work, approach and thematic content of the publications. Seminar: Surveying weekly and daily editions and identifying important differences.
4. 4th lecture: The role and importance of the editorial board. What is an editorial board, what purpose does it have and what is expected of a young journalist? Seminar: Understanding the psychology of the editorial committee and the work on the topic development. How to identify appropriate topics and how to present them?
5. 5th lecture: From the editorial staff to the final text: a piece of journalism from the editorial staff to a text that is ready for printing. Seminar: Incorporating TEXT FEATURES (headline, title and subtitle).
6. 6th lecture: The writing style and language: the manner in which a text is written, the basic rules, what we must, and we should not do in the text. Special emphasis on writing in magazines and periodicals. Seminar: Incorporating TEXT FEATURES (headline, title and subtitle).
7. 7th lecture: Text composition: the 5W rule, the importance of the first and last sentence, introducing new people and information, the sequence of events. Seminar: Shortening the text to a preset size, adjusting it to the available newspapers space.
8. 8th lecture: Developing the topic in writing: setting, presenting research results, new insights, conclusion-making and commentary. Seminar: Shortening the text to a preset size, adjusting it to the available newspapers space.
9. 9th lecture: Relationship towards information sources: personal contacts and responsibilities towards people from whom we receive information; written/tangible/sources; where and how to verify information. Seminar: Writing the outline, connecting the outline and the main text, writing subheadings within the text.

10. 10th lecture: Relationships and duties in the newsroom: the importance of cooperation with other colleagues in the newsroom. Seminar: Writing the outline, connecting the outline and the main text, writing subheadings within the text.
11. 11th lecture: Responsibility towards the editor, owner and reader. Seminar: Writing the outline, connecting the outline and the main text, writing subheadings within the text.
12. 12th lecture: Journalistic forms. Special reference to magazines and periodicals. Seminar: Individual presentations of finished research projects and presentation of content.
13. 13th lecture: Establishing a journalist profile - professionalization: how journalists can improve their skills. Seminar: Photograph selection and signing.
14. 14th lecture: Responsibility and ethics! The most common mistakes in magazines and periodicals. Seminar: Photograph selection and signing.
15. 15th lecture: A visit from the chief editor of one of the leading Croatian weekly or monthly newspapers. S: Writing an article of 3 standard pages + an outline of 600 characters.

Literature



Ruberg, Michelle; Yagoda, Ben (2005). Handbook of magazine article writing, Cincinnati: Writer's Digest Books



Johnson, Sammye; Prijatelj, Patricia (1999). The Magazine from Cover to Cover; Inside Dynamic Industry, McGraw-Hill, McGraw-Hill



Zinsser, William (1998). On writing well: The classic guide to writing nonfiction, Harper reference

Marketing Communications and Publicity

28502

Lecturer in Charge



Izv. prof. dr. sc.
Nada Zgrabljic
Rotar

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

Teaching assistant
Ana Ćosić, mr. sc.

Course Description

The main objective of this course is to introduce students to the basics of marketing communications and publicity, as well as their role in the marketing process. Students should acquire the basic concepts and theories and be able to apply them.

Course Type

- » Communication Sciences (Dual-major studies Study) (public relations, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (public relations, 5th semester, 3rd year)
- » Communication Sciences (Study) (public relations, 3rd semester, 2nd year)
- » Communication Sciences (Study) (public relations, 5th semester, 3rd year)

Learning Outcomes

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

1. Define, understand and apply integrated marketing concepts, principles and the terminology in a business and non-profit environment.
2. Explain and understand the role of integrated marketing communications and of the professionals who use it in an organization;
3. Define, explain and use the skills of advertising campaigns, press releases, sales promotion, and other elements of the promotional mix;
4. Develop a unique promotional plan for real companies;
5. Demonstrate the ability to understand the role and importance of publicity of organization and its products.

General Competencies

Apply knowledge of the basic concepts of marketing;
 Identify and describe the place and role of marketing and marketing communications in society;
 Reproduce, apply and explain basic theories of marketing that can be applied to the main functions of marketing communications;
 Identify, explain and analyze situation, innovations, challenges and problems in marketing and marketing communications,
 Use marketing techniques that can be applied to all major marketing communication functions: advertising, direct marketing, sales promotion, public relations and personal selling;
 Define, explain and critically analyze features of marketing activities;
 Effective group and independent work.

Grading

10% Lecture attendance;
 10% Taking part in lectures;
 50% Project;
 10% Presentation of the project;
 10% Grading other teams' presentations;
 10% Team's grade.

Week by Week Schedule

1. Introductory lecture - inform students about the content and objectives of the course and student responsibilities
2. Fundamentals of marketing communication
3. Fundamental aspects of communications science
4. Internal marketing communication
5. Basic concepts of organisation's identity, image and reputation influence on marketing
6. Integrated Marketing Communications
7. Analyzing communication situations
8. Communication Strategies
9. Communication Strategies
10. Media planning in marketing communications
11. Creating marketing communications
12. Publicity
13. Cooperation with agencies
14. International marketing communications
15. The future of marketing and corporate communications

Literature



Busch, R., Seidenspinner, M., Unger, F. (2007). Marketing Communication Policies, Springer, Berlin, Heidelberg, New York



Varey, Richard J. (2002). Marketing Communication Principle and practice, Routledge, London, New York

Marko Antun de Dominis' Message of Peace

86300



Lecturer in Charge



Prof. dr. sc.
Mijo Korade

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

Course Description

The aim of the course is to introduce the idea of the famous Croatian scientist and thinker Marco Antonio de Dominis (1560-1624) on peace, tolerance, co-existence of different nations and religions, respect the secular and ecclesiastical authorities, spiritual and material, etc. through reading and analysis of selected texts from his major works, and compare his ideas with other European thinkers on the same and similar issues.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 5th semester, 3rd year)
- » History (Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Study) (elective courses / working groups, 5th semester, 3rd year)

Learning Outcomes

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

1. Describe and identify the main settings of the life and activity of De Dominis.
2. Explain the main guidelines of his works, ideas and controversies that his acts caused throughout history.
3. Analyze the main features of life and activity of individual European thinkers and writers that will be processed.
4. Compare similar ideas, thoughts and preferences between De Dominis and the respective European thinkers.

General Competencies

After finishing the programme student will be able to:
 defend his/her own opinion in discussions on different historical events and processes,
 demonstrate the importance of interdisciplinary interpretations of historical events,
 differentiate specificities of historical periods,
 interpret a historical sources,
 write an essay on different historical period,
 appraise the value of historiographic interpretations.

Grading

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

Week by Week Schedule

1. Dominis advocate of peace
2. Dominis for religious reconciliation and rapprochement ("ecumenism")
3. Dominis of parliamentarism in the Church (the collegiality of bishops)
4. Dominis for separation of Church and state
5. Context and predecessors Dominis - Marsilius of Padua, "Defensor Pacis"
6. Thomas More - «Utopia»
7. Erasmus of Rotterdam - "Christian monarch"
8. Frane Petric - "Happy Town"
9. Nicholas Gučetić - "State Management"
10. Tommaso Campanella - «Città del Sole»
11. Hugo Grotius and Thomas Hobbes
12. Dominis in Senj - A. Senoa: "Beware of Senj hands»
13. Dominis in Split - reform and controversy
14. Dominis and Ivan Supek - «Heretik»
15. Dominis in England - transition or reconciliation

Literature



M. A. de Dominis (2002).
 Izabrani radovi, 1-2.,
 Lamaro, Split



M. A. de Dominis (2005).
 Opera physica Radovi iz
 fizike, HAZU, Lamaro,
 Zagreb-Split



A. Maletić (2004).
 Zaboravljeni genij, Lamaro,
 Split



A. Maletić (2008). Skica za
 portret Marka Antuna De
 Dominisa, Lamaro, Split



M. Korade (2010). Djela i
 sudbina Marka Antuna de
 Dominisa (1560.-1624.) Uz
 450. obljetnicu rođenja,
 Gazophylacium, XV 3-4, 9-
 30., Udruga Pinta

Mass Communication: Legal Aspects

28476



Lecturer in Charge



Izv. prof. dr. sc.
Nada Zgrabljić
Rotar

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant
Izv. prof. dr. sc. Nada
Zgrabljić Rotar

Prerequisites
Ethics in Journalism

Course Description

The aim of the study course is to familiarize students with the principle of freedom of thought, speech and thinking through a system of mass media, to introduce them to the Croatian media system and media legislation and the introducing major international regulations governing matters of public communication, the right to freedom of speech, the right of access to the media, rights to information and copyright protection.

Course Type

- » Communication Sciences (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » Communication Sciences (Study) (required course, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Use theories and terms pertaining to freedom of speech, opinion and thinking.
2. Explain Croatian media legislation.
3. Use major international regulations governing principles of human rights of communication (the UN Universal Declaration of Human Rights, the UN Declaration on the Rights of the Child, etc).
4. Demonstrate the ability to research and analyzes freedom of speech in Croatian media system.
5. Distinguish relationships inherent to media regulations and right to privacy.
6. Operate Croatian media law regulation and copyright; practical application of rights.

General Competencies

Apply knowledge of the basic concepts of communication science and journalism, which are related to subject course;
Apply knowledge of fundamental concepts from other social sciences involved in the study programme, especially rights;
Reproduce, explain and apply the basic theory and teachings about the legal aspects of mass communication, mass media and journalism;
Explain and critically analyse the acquired theoretical and practical knowledge;
Identify, explain and analyse the situation, challenges and problems in the legal regulation of media and journalism in general.

Grading

50% student paper, 50% exam

Week by Week Schedule

1. Introduction.
2. Croatian media system.
3. Croatian and European media legal framework.
4. Media Act.
5. Act on Croatian national Information agency.
6. Act on digital media.
7. Act on Croatian radio and Television.
8. Ethical code of journalists.
9. Ethical code of advertisers.
10. Limitations to the freedom of expression.
11. Censorship and self-censorship.
12. Right to privacy: standards on protection of children in media.
13. Rights to access to information.
14. Breach of copyright in traditional media.
15. Breach of copyright and the Internet.

Literature



Alaburić, V. (2003)
"Ograničavanje govora
mržnje u demokratskome
društvu-teorijski,
zakonodavni i praktični
aspekti - I. dio", Hrvatska
pravna revija, siječanj, 2003,
1-18.



Peruško, Z., Perišin, T.,
Topić, M., Vilović, G. i
Zgrabljic Rotar, N. (2011)
Hrvatski medijski sustav.
Zagreb. Fakultet političkih
znanosti.



Alaburić, V. (2003) "Sloboda
misli, mišljenja, izražavanja
i informiranja", Hrvatska
pravna revija, lipanj, 2003,
1-21.



Alaburić, V. (2003)
"Ograničavanje govora
mržnje u demokratskome
društvu-teorijski,
zakonodavni i praktični
aspekti - II. dio", Hrvatska
pravna revija, veljača, 2003,
1-16.



Zgrabljic Rotar, N. (2009)
Pravo na privatnost:
Standardi za zaštitu
privatnosti djece u
medijima u: Zbornik Zaštita
privatnosti djece u
medijima. Zagreb:
Pravobranitelj za djecu, str.
33-45.

Mass Communication Research: A Historical Overview

38841



Lecturer in Charge



Doc. dr. sc.
Ivan Burić

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

Teaching assistant
Martell Vukušić, dipl.nov.

Course Description

Introduce students to the knowledge of the historical development of media studies and mass communication at home and abroad, and instruct them in its current systematics as well as in different approaches to this research. In the practical part, students will renew the knowledge of the methodology of social sciences, and try out for themselves a simple research of communicators, messages, media and recipient.

Course Type

- » Communication Sciences (Dual-major studies Study) (required course, 5th semester, 3rd year)
- » Communication Sciences (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. List and explain key events from the history of mass communication.
2. Classify a communication process and explain classification of research of mass communications.
3. Demonstrate ability to use professional literature and critical interpretation thereof.
4. Classify a communication process and explain classification of research of mass communications.
5. Demonstrate ability of efficient teamwork.
6. Explain and apply methods of critical analysis to the acquired theoretical knowledge.

General Competencies

Identify and describe the position and role of communication science in society. Indicate and explain key events and processes of history of communication science, especially the most important researches. Define research topics for scientific research communications. Reproduce and explain the fundamental research of mass communication, and theories arising from them.

Grading

Of particular importance for grading are the attendance of classes and active taking part in discussions. Papers (presentations and student papers), written exam and oral exam.

Week by Week Schedule

1. L: Introductory lecture: The communication process according to Lasswell formula - the structure of the course S: Introduction to the seminar: Recap of social science methodologies.
2. L: Origins of education of journalists and media research worldwide - A short historical overview of the communication sciences. S: Division of seminar topics: Research communicator, message and media. Reading the presentation of the literature on early studies of media in Croatia, analysis professional and popular periodicals dealing with journalism and media. Small research projects on communicators, messages and media in Croatia.
3. L: The development of media and communication research in Croatia: from reflection on newspapers and journalists to university communications disciplines. S: The first marketing research media in Croatia (Vjesnik and Faculty of Political Sciences) - Student papers. First part.
4. L: Exploring the communicator - the term Gatekeeper. Who decides what is news and what is not? S: The first marketing research of media in Croatia (the Vjesnik and Faculty of Political Sciences). Student papers. Second part. Review of individual works in the preparatory phase.
5. L: The image of journalism in the public. The structure of the profession. Ministering spirits. Germany research. S: Professional journals dealing with media issues: Journalist. Student papers. First part. Review of individual works in the preparatory phase.
6. L: Exploring media. Media messages, contents and expressions, and manner of their presentation. S: Professional journals dealing with media issues: Journalist. Student papers. Second part. Review of individual works in the preparatory phase.
7. Q: Impacts on research news. The causes distortion. S: Popular magazines dealing with the media, Metamedium. Student papers. The first part. View the individual works in the preparatory phase.
8. L: The concept of framing. Interpretative framework for the selection and interpretation of news. S: Popular magazines dealing with the media, Metamedia. Student papers. The second part. Review of the individual works in the preparatory phase.
9. L: Exploring the media, within the system: a communicator - content - Media - recipient - effect. Differentiation concept, types, levels ... S: Individual presentations of finished research projects and presentation of content.
10. L: The beginnings of research of recipients and effects of mass communication in the United States. S: Individual presentations of finished research projects and presentation of content.
11. L: A psychological approach to the study of communication. Four messages in one. S: Individual presentations of finished research projects and presentation of content.
12. L: Cognitive dissonance and the pressure of conformism (Spiral of Silence). Psychological research. S: Individual presentations of finished research projects and presentation of content.
13. L: Pluralist and Marxist theories of media influence on society. English Sociological Research. S: Individual presentations of finished research projects and presentation of content.
14. L: The theory of cultural hegemony. The English Sociological Research. S: Individual presentations of finished research projects and presentation of content.

15. L: The function of the media for society, political system and the individual. Germany Political Science Research. S: Individual presentations of finished research projects and presentation of content.

Literature



Michael Kunczik / Astrid Zipfel (2006). Uvod u publicističku znanost i komunikologiju, str. 69-103; 129-155., Zagreb



Paul Trowler (2002). Komunikacija i mediji, u: Haralambos / Holborn: Sociologija, str. 935-950., Golden marketing - Tehnička knjiga



Heinz Pürer (2003). Publizistik - und Kommunikationswissenschaft. Ein Handbuch. str. 31-56.; 107-300., Konstanz



Juraj Mirko Mataušić (2007). Komunikacijska znanosti. Definicije i područja istraživanja. Isti (ur.); Komunikacijske znanosti. Znanstvene grane i nazivlje, str. 9-36., Hrvatski studiji, Zagreb



Friedmann Schulz von Thun (2001). Kako međusobno razgovaramo i. Opća psihologija komunikacije, str. 11-80., Erudita, Zagreb

Media and Communication History

38003



Lecturer in Charge



Prof. dr. sc.
Mijo Korade

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

Teaching assistant
Martell Vukušić, dipl.nov.

Course Description

Present the essential paths of development of media and communication and point out the dependency of that development on development of society and information techniques and technologies. Students should further receive basic orientation in the historical literature, and be instructed in its use for scientific and journalistic purposes.

Course Type

- » Communication Sciences (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Communication Sciences (Study) (required course, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Reproduce the historical development of social communication and its technical resources. Knowing the professional historical literature and critically read. Identify the problems of modern social communication and its challenges. Connect their existing knowledge of history with a new area of education. Engage in the use of literature in the preparation of scientific and newspaper articles with its help.
2. Demonstrate knowledge of professional historical literature and read it critically.
3. Identify the problems of modern social communication and its challenges.
4. Attach the existing knowledge of history to a new area of education.

General Competencies

Identify and describe the place and role of communication and journalism in society. Indicate and explain key events and processes of world history communications and journalism. Explain and critically analyze the acquired knowledge.

Grading

Attendance and participation in discussions, seminars, written and oral exam are evaluated separately. Their average provide the final assessment.

Week by Week Schedule

1. L: Introductory lecture: The evolution of the media - an overview of the course. S: Introduction to the seminar: instructions for the preparation of reports and distribution of topics.
2. L: From animal signals to language communications. S: Natural, verbal and written forms of communication.
3. L: From language to written language. S: Communication in ancient civilizations: Ancient Egypt, Summer, Assyria and Babylon, Persia.
4. L: Technical media and mass communication. S: Hebrews, Phoenicians, Greeks and Romans.
5. L: Media and meta-media. S: China and India.
6. L: The construction of reality in the media and its development. S: Germans and Slavic peoples.
7. L: The cultural history of the media: The evolution of media and the evolution of its written history. Objectivity: Communication media. S: Christianity as a new Mediterranean communication paradigm.
8. L: The perspective of the observer: The materiality of communication. Horizon describing: Media in the dimension of the history of mentalities. S: Monastic orders: monks (Benedictines and Cistercians), knights (Templars and Hospitallers), mendicant (Dominicans and Franciscans), the Jesuits.
9. L: Manuscript and the Christian world order. Material aspect of the letter. S: The missionary activity of the Church - the first globalization.
10. L: Books as a universal data storage media. S: Gutenberg' invention of the printing beginnings.
11. L: Experience of the body and media effects. Staging of reality. Imaginative proximity and detached body. S: The development of the print media and journalism in Europe and overseas.
12. L: The establishment of television in 1950's. S: New technical inventions: the telegraph, telex, telephone, recordings from vinyl records to mp4; image media from photography to motion pictures and film.
13. L: The emergence of reality television. S: Electronic media: radio, television and computer.
14. L: Mediated proximity. S: Journalism conditioned by media: agency, radio, television and the Internet.
15. L: Internet and virtual reality. S: Normative regulation of the media and social communication.

Literature



Kunczik, Michael; Zipfel, Astrid (1998). Uvod u publicističku znanost i komunikologiju, str. 121 - 184., Zaklada Friedrich Ebert



Elezović, Slobodan (1992). Povijesni razvoj komuniciranja, A. G. Matoš, Zagreb



Sapunar, Marko (2002). Opća povijest novinarstva, ITG, Zagreb



Stipčević, Aleksandar (2006). Povijest knjige, Sumrani, Matica hrvatska, Zagreb



Klaus Merten (1994). Evolution der Kommunikation, u: Monika Elsner / Hans Ulrich Gumbrecht / Thomas Mueller / Peter M. Spangenberg: Zur Kulturgeschichte der Medien. U: K. Merten/ S. J. Schmidt /, str. 141-187., Weischenberg: Die Wirklichkeit der Medien, Opladen

Media and Terrorism

45933



Lecturer in Charge



Doc. dr. sc.
Anita Perešin

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

Teaching assistant
Doc. dr. sc. Anita Perešin

Course Description

The aim of the course is to provide insight into the global security threats, primarily contemporary transnational terrorism which is now considered the greatest threat to national and international security and the role of the media in its development, threats, consequences and suppression.

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 5th semester, 3rd year)

Learning Outcomes

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

1. Define the fundamental concepts of communicology and journalism associated with the media coverage of terrorism;
2. Define basic concepts of security sciences, political science and geopolitics associated with the studied area;
3. Identify and describe the place and role of journalism and mass media in the society in terms of reporting on terrorism;
4. Analyze the effects of media content concerning terrorism on audiences;
5. Describe and critically analyze the specific characteristics of the media and their actions in reporting on terrorism;

General Competencies

Apply the knowledge of basic concepts from communicology and journalism associated with the course subject matter; Apply the knowledge of basic concepts from the security sciences and geopolitics; Identify and describe the place and role of journalism and mass media in the society in terms of reporting on terrorism; Define, explain and distinguish the effects of different media content on the attitudes, knowledge and behavior of the audience.

Grading

Lecture attendance, literature reading and participation in discussions (25%), seminar paper (25%), exam (50%).

Week by Week Schedule

1. Historical development of terrorism until the French Revolution;
2. Historical development of terrorism from the French Revolution to the present day;
3. Historical development of terrorism from the French Revolution to the present day;
4. Historical development of terrorism from the French Revolution to the present day;
5. The causes of radicalization in the contemporary Muslim society;
6. The causes of radicalization in the western societies;
7. The creation and global reach of the Al-Qaeda network;
8. The creation and global reach of the Al-Qaeda network;
9. Characteristics of the modern mega-terrorism and the post-al-Qaeda;
10. The role of media in the contemporary society;
11. "Symbiotic relationship" between the media and terrorism;
12. "Symbiotic relationship" between the media and terrorism;
13. The role of mass media in the development and expansion of modern terrorism;
14. The role of mass media in the fight against terrorism
15. Global war on terrorism and the media

Literature



Christopher Harmon
(2002). TERORIZAM
DANAS, Golden marketing



Paul Wilkinson (2002).
TERORIZAM PROTIV
DEMOKRACIJE, Golden
marketing



Evan Kohlman (2006). AL
QAJDIN JIHAD U EUROPI,
Naklada Ljevak, Zagreb



A. Perešin (2007). Mass
Media and Terrorism,
Medijska istraživanja,
Zagreb, god. 13, br. 1, 2007.,
str. 5-22.

Media Communication Stylistics

52336



Lecturer in Charge



Doc. dr. sc.
Dubravka Zima

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

Course Description

The aim of this subject course is to define elements that make up styles used for media communications and to apply the acquired knowledge to define own style in different genres of printed and electronic media.

Course Type

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

Learning Outcomes

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

1. Use acquired capabilities of synthesis and analysis
2. Demonstrate oral and written communication in native language
3. Apply the acquired knowledge of journalist stylistics in practical work
4. Use the capabilities of teamwork
5. Apply the acquired abilities of critique and self-evaluation and creation of new ideas (creativity)

General Competencies

Apply knowledge of the basic concepts of communications, journalism and public relations. Explain and critically analyze the acquired theoretical and practical knowledge. Effectively work in a team. Demonstrate and apply knowledge of the Croatian language and culture journalism stylistics verbally and in writing. Use defined stylistic preferences in forming of their own style and personality and achieve credibility in communicating and presenting information.

Grading

100% colloquium / exam.

Week by Week Schedule

1. Functional style, stylistics, figures of speech, examples of the texts, exercises
2. The basic journalistic genres, exercises on the texts and newspaper articles, writing of their own administrative texts
3. Interview, report, critique, review, comment - exercise, identification of individual genres

4. Interviewing - pair work
5. The exercises in grammar and spelling (texts of the printed editions of daily newspapers)
6. Language taboo
7. Identification of euphemism or dysphemism
8. Writing a report
9. Colloquium 1
10. Phraseology, exercise
11. Ad/commercial, language and non-lingual code, exercise
12. Ambiguity - polysemy and homonymy, synonymy .. exercises
13. Writing of a communique, exercise
14. Writing of a communique, exercise
15. Colloquium 2

Literature



Hudeček, Lana, Milica Mihaljević: Jezik medija publicistički funkcionalni stil, Zagreb, 2009.



Silić, Josip: Funkcionalni stilovi hrvatskoga jezika, Zagreb, 2006.



Stjepan Malović: Osnove novinarstva, Golden Marketing - Tehnička knjiga, Zagreb, 2005. (odabrane stranice)



Antica Menac: Hrvatska frazeologija, Knjigra d.o.o, Zagreb, 2007.



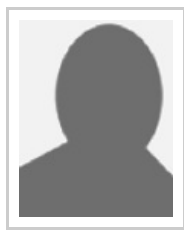
Gramatika hrvatskog jezika (Barić, Lončarić, Malić, Pavešić, Peti, Zečević, Znika), Školska knjiga, Zagreb, 1997.

Media Convergence and Digital Journalism

86130



Lecturer in Charge



Doc. dr. sc.
Jelena Jurišić

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

Teaching assistants

Marko Pavić

Marinela Vidić Ivoš

Course Description

The increasing presence and popularity of technologies such as broadband, mobile internet, social networks and IPTV fundamentally change the way we work, that we have fun and the way we consume media. The convergence of media is no longer future, but rather a framework in which modern media and mass communication operate. What occurs is intertwining, merging and combining of various media with the help of telecommunications functionally into one. Ultimately, the convergence of media results in a change of the organization of media, content and manner of its distribution, habits and the role of consumers, who from consumers of media content become “prosumers” and, also, in new approaches to media management, advertising, marketing and public relations. The main objective of this course is to familiarize the students with this new framework, which has changed the mass media and journalism in general, but also communicology, which previously studied media as separate media platforms, and now must study them as a combination of multiple platforms and accordingly adjust research methodology. The students will also be introduced to the rules and regulations imposed by the new media and consumers themselves, and the knowledge of how to create a rounded digital identity in the 21st century (of a journalist, as well as of a media product). Accordingly, the students will during the course acquire knowledge and skills that are necessary for their work in a converged media environment and so they could exploit the opportunities offered to them on individual platforms, and ultimately allow them to create their own media product during the course, adapt it to various technological devices and place it on the market.

Course Type

- » Communication Sciences (Dual-major studies Study) (required course, 5th semester, 3rd year)
- » Communication Sciences (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Define, explain and apply the basic concepts of media convergence and converged journalism;
2. Identify, understand and describe the place and role of media convergence in the contemporary journalism and society;
3. List, explain, recount and apply the basic theory of the convergence of media and of journalism which arose from it;

4. Identify, explain and critically analyze the contemporary situation, development and challenges, positive and negative, in this area;
5. Use converged media;
6. Produce announcements for converged media applying the acquired journalistic skills necessary to work in a converged media environment;
7. Distinguish, define and explain the specific characteristics of converged media, recognize the specificities of their operation;
8. Demonstrate effective completion of tasks independently and in a team;

General Competencies

Apply the knowledge about the basic concepts from communicology and journalism which are related to media convergence; Identify and describe the role and place of the convergence of media and journalism in the contemporary society; Reproduce, apply and explain the basic theories of media convergence and converged journalism; Explain and critically analyze the acquired theoretical and practical knowledge; Identify, explain and analyze the situation, innovations, challenges and problems of media convergence and converged journalism; Define, explain, distinguish and critically analyze the specific characteristics of converged media and their operation; Apply the acquired journalistic skills of converged journalism in reporting for the media.

Grading

50% fulfilling seminar assignments; 50% exam.

Week by Week Schedule

1. Introduction to basic concepts
2. Objectives of media convergence
3. Comparison of the characteristics of traditional and converged media
4. Specific characteristics of journalism in a converged media environment
5. Specific characteristics of journalism in a converged media environment
6. Converged redaction of structures, news selection, production
7. Converged redaction of structures, news selection, production
8. Media content of converged media, special characteristics, differences in relation to the content of traditional media
9. Media content of converged media, special characteristics, differences in relation to the content of traditional media
10. Infotainment product of converged media
11. Management of converged media - ways of business operation, specific characteristics of advertising and marketing approaches
12. Management of converged media - ways of business operation, specific characteristics of advertising and marketing approaches
13. Business communication via converged media, adaptation of public relations to new platforms and channels
14. Business communication via converged media, adaptation of public relations to new platforms and channels
15. Converged audiences from consumers to producers of media content

Literature



Brautović, Mato (2011).
Online novinarstvo,
Školska knjiga, Zagreb



Jeffrey S. Wilkinson, August
E. Grant, Douglas J. Fisher.
(2008). Principles of
Convergent Journalism
(odabrane stranice), Oxford
Higher Education



Jenkins, Henry (2006).
Convergence Culture:
Where Old And New Media
Collide (odabrane stranice),
New York University
Press. New York



Pavlik, John, McIntosh,
Shawn (2004). Converging
Media: An Introduction To
Mass Communication
(odabrane stranice), Allyn &
Bacon, Boston

Media in the European Union

28528



Lecturer in Charge



Izv. prof. dr. sc.
Mladen Puškarić

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

Teaching assistant

Izv. prof. dr. sc. Mladen
Puškarić

Course Description

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 5th semester, 3rd year)

Learning Outcomes

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

1. Define basics of the process of the development of European integration
2. Define the role and the meaning of the media in European Union
3. Analyze role and the meaning of printed media in specific membering countries.
4. Explain the relationship of media and European integration.
5. Describe the status of media in the EU countries.
6. List most important media corporations in the EU countries
7. Relate basics of media control in the EU countries
8. Compare legal status of media corporations in different EU countries
9. Develop an interest for the research of media in EU countries
10. Use aquired knowledge on media in advancing of the freedom of the press

General Competencies

Student will be able to identify and distinguish the underlying characteristics of the EU institutions, its historical evolution and the way of action and the role of print media in them.

Grading

Written exam, term exam, seminar, presentation.

Week by Week Schedule

1. Meaning of European integration
2. Development of European integration

3. Promotors of proces of EU integration
4. Role of individuals in process of EU integration
5. Evolutions of EU Institutions
6. Fundamenta Treaties
7. Initiatives for the strenghtening of the European integration process
8. Maastrichts Treaty and the creation of EU
9. Lisbon Treaty
10. Development of printinig media in EU countries
11. Ideology and printing media
12. Media in France
13. Media In Great Britain
14. Media in FR Germany
15. Media in Italy

Literature



Mladen Puškarić (2012).
Europska integracija,
Zagreb



Mary Kelly, Gianpietro
Mazzoleni, Denis McQuail
(eds) (2004). The Media in
Europe: The Euromedia
Handbook, SAGE

Medieval European History

38043



Lecturer in Charge



Prof. dr. sc.
Mladen Ančić

ECTS Credits	5.0
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English Level	L1
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E-learning Level	L1
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Study Hours	30
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Lecturer
Marko Jerković, dr. sc.

Course Description

The main aim of this course is to provide students with basic knowledge about the medieval period, and to acquaint them with the main political, institutional, social, economic, cultural and religious medieval trends. Besides acquiring knowledge in basic data, students will be encouraged to analyse characteristically medieval processes in comparative perspective and to develop sensibility for changes that were occurring during a thousand year long period. Students will be able to perceive peculiarities of medieval society, and to detect social, religious and political continuities and discontinuities from the late antiquity to the early modern and even until modern era. The aim is, also, to elaborate medieval history topics which were insufficiently analysed in historiography and those which require new interpretations.

Course Type

- » History (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » History (Study) (required course, 2nd semester, 1st year)

Learning Outcomes

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

1. Identify causes of new political geography of the European territories from 4th to 7th century
2. Describe main processes in social, cultural and political history of medieval times
3. Describe key turning points in the development of medieval civilisation
4. Analyze process of layering medieval civilisation onto Western and Eastern societies
5. Describe main directions of Arab conquest
6. Explain changes in European society around the year 1000
7. Describe medieval political systems
8. Analyze relations between Church and the state in the Middle Ages
9. Identify changes in society in the late medieval period

General Competencies

After finishing the programme student will be able to:

describe historical processes,
 explain cause and effect relations of historical events and processes,
 identify major issues in interpretation of history,
 tell what is the interpretation of history,
 design his/her own conclusion on different historical events and processes,
 demonstrate the importance of interdisciplinary interpretations of historical events,
 reconstruct historiographic tools in making conclusions of historical processes and events.

Grading

Written exam: 40 %; oral exam: 60%.

Week by Week Schedule

1. What are the “Middle Ages“: question of periodization
2. Continuity and discontinuity with Roman civilization
3. Reconstruction of Europe: barbarian invasion and the birth of medieval civilization
4. Realm of Franks
5. Emergence and development of the Byzantium in the Middle Ages
6. Arab conquests
7. Christianization
8. Transformation of the year 1000 and the concept of the Three orders society
9. “Feudalism“: reality or construct
10. Medieval society: nobility, peasantry, burghers
11. Medieval monarchies
12. Relations between papacy and secular rulers
13. Scandinavia and east-Slavic states
14. Christian society: the age of monasteries and the age of cathedrals
15. City-states and the Renaissance

Literature



Goldstein, Ivo Grgin, Borislav, Europa i Sredozemlje u srednjem vijeku, Zagreb: Novi Liber, 2006.



Le Goff, Jacques, Civilizacija srednjovjekovnog Zapada, Golden marketing, Zagreb, 1998.



Lopez, Roberto, Rođenje Evrope: st. V - XIV, Školska knjiga, Zagreb, 1978.



Ostrogorski, Georgije, Povijest Bizanta, Golden marketing, Zagreb, 2002.

Medieval Towns in Europe

85466



Lecturer in Charge



Izv. prof. dr. sc.
Irena Benyovsky
Latin

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

Course Description

The history of European towns will be considered chronologically and thematically. The students will be introduced to the design of medieval towns from the late antiquity to the early modern age. The most important processes in this development will be analyzed, as well as the most important events, subjects and events that marked it. On the examples of the Mediterranean towns, the towns of the Western, Northern, Central and Eastern Europe the circumstances of their development will be compared. The students will learn of the basic processes and the most important examples in the development of medieval towns in Europe.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 6th semester, 3rd year)
- » History (Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Study) (elective courses / working groups, 6th semester, 3rd year)

Learning Outcomes

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

1. Comparatively analyze medieval towns,
2. Compare the different processes of town development across the European territory,
3. Define towns according to type, time of founding, political and social circumstances,
4. Compare the emergence of the Croatian medieval town in the European context,
5. Explain its significance in the wider geographical, political and social circumstances.

General Competencies

After successfully completing their studies, the students will be able to:
 define the historical processes inherent to different historical periods,
 produce independent conclusions about particular events and processes,
 point out the necessity of interdisciplinary consideration of certain historical themes,
 connect various historical processes,
 list the people and institutions that marked the Croatian and European history.

Grading

Oral student presentation, written essay.

Week by Week Schedule

1. Introduction
2. The introduction to urban history/the medieval history of European towns
3. (Dis)continuity of the ancient urban culture
4. Early medieval town
5. New towns of the High Middle Ages
6. European metropolises
7. The town and the central authority
8. Internal town organization
9. Town nobility in a medieval town
10. Commoners in medieval towns
11. The Church and the medieval towns
12. Town management
13. The relationship between a town and the country
14. Family and household in the medieval town
15. Town and disease

Literature



Predavanja



Bruno Milić (1995). Razvoj grada kroz stoljeća, 2 (Srednji vijek), 1-51; 127-145; 203-227., Školska knjiga, Zagreb



Derek Keene (1999). Towns and the growth of trade, The Cambridge Medieval History, sv. 4 (1024c-1198), 47-86, Cambridge University Press



Steven A. Epstein (1999). Urban society, 26-38, u The Cambridge Medieval History, sv. 5 (1198-1300), Cambridge University Press



Jean-Pierre Leguay (2000). Urban Life, u The Cambridge Medieval History, sv. 6 (1300-1415), 102-124, Cambridge University Press

Mediterranean in the 19th and 20th Century

117211



Lecturer in Charge



Prof. dr. sc.
Mijo Korade

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

Teaching assistant
Joško Pavković, dipl.iur.

Course Description

Introduction to the issues concerning the history of the Mediterranean in the 19th and 20th centuries through the analysis of selected historical sources.

Gaining a deeper insight into the political, social, economic and cultural history of the various parts of the Mediterranean in the 19th and 20th centuries.

Developing analytic and synthetic skills for the reconstruction of the development of certain social and political tendencies in the Mediterranean during the 19th and 20 centuries.

Describing the process of exchanging ideas and technology through cross-cultural dialogue in the Mediterranean during the 19th and 20 centuries.

Introduction to the contribution of the Croatian constituent in the history of the 19th and 20th century Mediterranean.

Defining individual issue topics (e.g. the role of violence (rebellions, upheavals, civil wars, terrorism) in the history of the Mediterranean societies of the 19th and 20th century; the opposition between cesarean dictatorships and "Mediterranean totalitarian regimes"; "the Mediterranean in the small": the Mediterranean Sea and its coasts during the 19th and 20th centuries; "the discovery of the Mediterranean": from the pioneers of archeology to mass tourism).

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 5th semester, 3rd year)
- » History (Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Study) (elective courses / working groups, 5th semester, 3rd year)

Learning Outcomes

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

1. Distinguish between political, social, economic and cultural history of the various parts of the Mediterranean in the 19th and 20 centuries.
2. Describe the development of certain social and political tendencies in the Mediterranean during the 19th and 20 centuries.
3. Describe the various processes of exchanging ideas and technology through cross-cultural dialogue in the Mediterranean during the 19th and 20 centuries.
4. Explain what was the contribution of the Croatian component in the history of the 19th and 20th century Mediterranean.
5. Define individual issue topics (e.g. the role of violence (rebellions, upheavals, civil wars, terrorism) in the history of the Mediterranean societies of the 19th and 20th centuries; the opposition between caesarean dictatorships and "Mediterranean totalitarian regimes"; "the Mediterranean in the small": the Mediterranean Sea and its coasts during the 19th and 20th century; "the discovery of the Mediterranean": from the pioneers of archeology to mass tourism).

General Competencies

After completing their studies, the students should be able to present and argue their conclusions about the adopted subject matter to professional and general audiences in a clear and unambiguous manner.

Furthermore, they should be able to apply the knowledge they acquired in the course in new and unfamiliar situations in an interdisciplinary context that is associated with the area of their studies.

Grading

The student activity will be monitored throughout the classes and it will reflect on the final grade. Attendance is obligatory. The final exam consist of a written and an oral part.

Week by Week Schedule

1. Introductory lecture: introduction to the content and objectives of the course
2. The Mediterranean and the world of the Mediterranean in the period from 1796 to 1815: "Scene Set for Orientalism": Napoleon's campaign in Egypt
3. The Mediterranean and the world of the Mediterranean in the period from 1815 to 1830: "Last Days of the Janissaries": the beginning of a century of agony "of the sick man of the Bosphorus"
4. The Mediterranean and the world of the Mediterranean in the period from 1830 to 1848: "Hero of the Maghreb": Emir Abd el-Kader leads a guerrilla war against the French conquest of Algeria
5. The Mediterranean and the world of the Mediterranean in the period from 1848 to 1861: "Tutti Fratelli": Henry Dunant and the Battle of Solferino
6. The Mediterranean and the world of the Mediterranean in the period from 1861 to 1878: "Dream and Reality of Technology": the Suez Canal completed
7. The Mediterranean and the world of the Mediterranean in the period from 1878 to 1896: "Citius, Altius, Fortius": the Olympic Games return to their homeland
8. The Mediterranean and the world of the Mediterranean in the period from 1896 to 1908: "Marriage with Dried Figs": Jelena Petrović and Vittorio Emanuele of Savoy became the happiest married couple in Italy

9. The Mediterranean and the world of the Mediterranean in the period from 1908 until 1918: "Uprising in the Desert": Colonel T.E. Lawrence and "The Great Arab Revolt"
10. The Mediterranean and the world of the Mediterranean in the period from 1918 to 1930. "The Party of the Revolution": artists and freelancers with D'Annunzio in Rijeka
11. The Mediterranean and the world of the Mediterranean in the period from 1930 to 1940: "Short Summer of Anarchy": writer George Orwell in the maze of the Spanish Civil War
12. The Mediterranean and the world of the Mediterranean in the period from 1940 to 1945: "Desert Fox": the strategy and tactics of General Rommel and his Afrika Korps
13. The Mediterranean and the world of the Mediterranean in the period from 1945 to 1960s: "Next Year in Jerusalem": the causes, course and the consequences of the First Arab-Israeli War
14. The Mediterranean and the world of the Mediterranean in the period from 1960 to 1975: "Gaudet Mater Ecclesia": "Good Pope" John XXIII opens the Second Vatican Council
15. The Mediterranean and the world of the Mediterranean in the period from 1975 to 1992: "Lord of the Land of Eagles": a political portrait of Enver Hoxha

Literature



David Abulafia (urednik) (2003). The Mediterranean in history, Thames and Hudson



Geert Mak (2010). U Europi: putovanje kroz dvadeseto stoljeće, Naklada Jesenski i Turk



Jacques Mordal (1967). 25 stoljeća borbi na moru, Stvarnost



Hugh Thomas (1980). Španjolski građanski rat, Otokar Keršovani



Denis Mack Smith (1980). Mussolinijevo Rimsko carstvo, Globus

Metaphysics 1

37958



Lecturer in Charge



Izv. prof. dr. sc.
Filip Grgić

ECTS Credits	7.0
English Level	L1
E-learning Level	L1
Study Hours	30
	30

Teaching assistant
Dušan Dožudić, dr. sc.

Course Description

The objective of this course is to introduce students to some central themes, problems, and views in contemporary analytic metaphysics, such as the problem of matching of attributes and the analysis of the structure of concrete particulars, the problem of causation and the necessary connection between events, the problem of fatalism and free will.

Course Type

- » Philosophy (Dual-major studies Study) (required course, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Identify and list the key works and philosophers involved in contemporary analytic metaphysics
2. Explain the main problems in metaphysics, as well as problems related to specific metaphysical disputes
3. Interpret and read and understand the most important contemporary works of analytic metaphysics
4. Explain the most important views in contemporary metaphysics
5. Compare various competing metaphysical views

6. Evaluate the plausibility of particular views and arguments in contemporary metaphysics

General Competencies

After they pass the exam, (1) students will be able to see and understand how are particular metaphysical views connected to views in formal logic, epistemology, philosophy of mind, philosophy of religion, philosophy of language etc., (2) they will be able to understand and interpret the main metaphysical disputes and concepts in contemporary analytic metaphysics, (3) they will be able to apply some of the results of metaphysical analysis in other philosophical disciplines, such as epistemology, logic, philosophy of mind, philosophy of religion, meta-ethics, philosophy of science etc.

Grading

1st test is 25% of the final grade, 2nd test is 25% of the final grade, and the final written exam is 50% of the final grade.

Week by Week Schedule

1. Introduction
2. Universals and metaphysical realism (4 hours)
3. Nominalist criticism of realism and nominalist alternatives (4 hours)
4. Concrete particulars and the bundle theory (4 hours)
5. Concrete particulars and the substratum theory (4 hours)
6. Aristotelian substances (4 hours)
7. Hume's criticism of causation (4 hours)
8. NeoHumean approaches to causation (4 hours)
9. McTaggart's argument that time is unreal (4 hours)
10. The A-series and the B-series theories (4 hours)
11. The freedom of will as a metaphysical problem (4 hours)
12. Fatalism (4 hours)
13. Arguments for Gods existence (I) (4 hours)
14. Arguments for Gods existence (II) (4 hours)
15. The closing discussion

Literature



Michael J. Loux (2010).
Metafizika: Suvremen uvod,
Hrvatski studiji, Zagreb



Boran Berčić (2012).
Filozofija I-II, Ibis grafika,
Zagreb

Methods of Functional Brain Imaging

115594

Course Description

ECTS Credits 3.0

English Level Lo

Course Type

E-learning Level L1

- » Psychology (Study) (elective courses, 2nd semester, 1st year)
- » Psychology (Study) (elective courses, 4th semester, 2nd year)

Study Hours 30

Military and Political Aspects of the Battle of Vukovar

86951



Lecturer in Charge



Izv. prof. dr. sc.
Josip Jurčević

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

Course Description

The defense and fall of Vukovar are symbols of the Croatian War of Independence, and the process of creating an independent Croatian Republic. The aim of the course is to familiarize students with the various sources of study subjects Vukovar battle, point out the importance of Vukovar defenders and health care, but also describe the significant contributions of women to events in Vukovar in 1991.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 6th semester, 3rd year)
- » History (Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Study) (elective courses / working groups, 6th semester, 3rd year)

Learning Outcomes

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

1. Analyze the media image of the battle of Vukovar
2. Describe the course, the success and difficulty of defending the city in the context of all the battlefields of the war,
3. Show the importance of the contribution of women in the defense of the city,
4. Compare the testimony of witnesses / participants in the battle with media reports and based on that create potential interpretations,
5. Analyze historiographical controversies of the battle of Vukovar.

General Competencies

After finishing the programme student will be able to:
write an essay on different historical period,
defend his/her own opinion in discussions on different historical events and processes,
reconstruct historiographic tools in making conclusions of historical processes and events,
interpret historical sources,
combine different historical processes.

Grading

Activity of each student will be monitored, which will be reflected in the overall score. Classes is required to attend. The exam is oral.

Week by Week Schedule

1. Introduction to the topic of the working group
2. The historical context of the battle for Vukovar
3. Media reports on the battle of Vukovar
4. The role of CDF's in the battle of Vukovar
5. The attitude of state authorities towards the battle of Vukovar
6. The role of the international community in the battle of Vukovar
7. Croatian Radio Vukovar
8. General Blago Zadro
9. Vukovar hospital
10. Ovčara
11. The role of women in 1991
12. The media image of Vukovar in 1991
13. Vukovar defender Stjepan Sučić Crni
14. Vukovar defender Josip Horvatz Mađar
15. Final review

Literature



Dedaković-Jastrebović, Mile (2007). *Bitka za Vukovar*, Pauk, Cerna

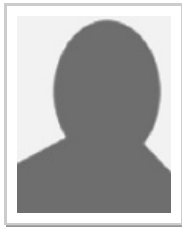


Ivan Matković-Lasta (2005). *Bogdanovci: vrata Vukovara*, Institut društvenih znanosti Ivo Pilar, Zagreb

Modern and Post-Modern Croatian Literature

37452

Lecturer in Charge



Doc. dr. sc.
Dubravka Zima

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

Teaching assistant
Doc. dr. sc. Dubravka Zima

Course Description

Introduce the students to the Croatian modern and postmodern literature. Read canonical texts from selected periods. Introduce the students to strategies of periodisation and literary-historical overviews of the periods in question.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 4th semester, 2nd year)
- » Croatian Studies (Study) (required course, 4th semester, 2nd year)

Learning Outcomes

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

1. Describe and explain the literary canon of the Croatian literature in the modern and postmodern periods;
2. Explain the manner of articulation and functioning of the literary canon;
3. Identify the foundations of canonical authors' opuses in the Croatian modern and postmodern literature;
4. Present and write a short academic text on a literary topic which will demonstrate elementary academic literacy (referencing, quoting).

General Competencies

Describe and explain the literary canon in the Croatian literature of the modern and postmodern periods. Explain the manner of articulation and functioning of the literary canon.

Grading

Class participation 10%;
Class assignment performance 10%;
Independent required reading 40%;
Seminar paper 20%;
Written exam 10%;
Oral exam 10%.

Week by Week Schedule

1. Introduction: an introduction to the study of modern Croatian literature. Basic concepts. Concepts of the end of century, Impressionism, Neoromanticism, Secession. Term of "historical moderna". Poetic and historical determinants of the historical moderna. Historical moderna: political, literary and cultural context. Seminar: Seminar assignments. Student obligations.
2. Prose of the historical moderna: forms, tendencies. Short story, novella, novel, travelogue. Janko Leskovar, Antun Gustav Matoš, Dinko Šimunović, Milutin CihlarNehajev, Vladimir Nazor, Josip Kosor, Ivan Kozarac, Ivo Vojnović, Franjo Horvat Kiš, Ivana Brlić Mažuranić. Seminar: Work on the text: by A. G. Matoš, Janko Leskovar.
3. Lecture: Poetry: poetic conception, the creators. Antun Gustav Matoš, Vladimir Vidrić, Milan Begović, Dragutin Domjanić, Vladimir Nazor, Ivo Vojnović, Fran Galović, Janko Polić Kamov. Seminar: Work on the text: Vladimir Nazor: "Istarske priče" (Istrian stories) (selection). Ivana Brlić Mažuranić: "Priče iz davnine" (Tales of Long Ago). Vladimir Vidrić: poetry. Fran Galović: poetry.
4. Modern drama. Milan Ogrizović, Ivo Vojnović, Milan Begović. Notions of the avant-garde, expressionism. Josip Kosor, Janko Polić Kamov, Vladimir Čerina, Ulderiko Donadini. Seminar: Work on the text: Ivo Vojnović: "Dubrovačka trilogija" (Dubrovnik Trilogy). Milan Begović: Pustolov pred vratima (Adventurer at the Door)
5. Preliminary exam: written assessment of understanding, interpretation. Seminar: Dinko Simunovic: "Duga, Muljika, Alkar" Milutin CihlarNehajev: "Bijeg" (Escape).
6. Literature after Modernism. Miroslav Krleža. Seminar: Work on the text: Miroslav Krleza: "Gospoda Glembajevi" (The Noble Glembays). "Na rubu pameti" (On the Edge of Reason).
7. Layering of literature: high/low. Milan Begović. Marija Jurić Zagorka. Seminar: work on the text: M. Jurić Zagorka: "Kneginja iz Petrinjske ulice" (The Princess from Petrinjska Street).
8. Poetry. Croatian young lyric. Antun Branko Šimić, Tin Ujević, Miroslav Krleža, Gustav Krklec, August Cesarec, Dobriša Cesarić, Dragutin Tadijanović, Drago Ivanišević, Ivan Goran Kovačić, Marin Franičević. Seminar: Work on the text: Antun Branko Šimić: poetry. Tin Ujević: poetry. Dobriša Cesarić: poetry. Dragutin Tadijanović: poetry.
9. Lecture: poets of the Second Moderna. Jure Kaštelan, Vesna Parun, Nikola Miličević, Josip Pupačić, Slavko Mihalić, Milivoj Slaviček, Ivan Slamnig. Seminar: Jure Kaštelan: poetry. Slavko Mihalić: poetry. Vesna Parun: poetry. Ivan Slamnig: poetry.
10. Prosaicists and playwrights: the second half of the 20th century. Ranko Marinković, Petar Šegedin, Vladan Desnica, Slobodan Novak, Mirko Božić, Marijan Matković, Ivan Raos. Seminar: Work on the text: Ranko Marinković: "Kiklop" (Cyclops).
11. Prose, continuation. Fantasists. Prose in jeans. Woman letter. Sunčana Škrinjarić, Irena Vrkljan, Slavenka Drajkulić, Dubravka Ugrešić. Ivan Slamnig, Antun Šoljan. Ivan Aralica, Nedjeljko Fabrio. Seminar: Work on the text: "Proljeća Ivana Galeba" (Springs of Ivan Galeb). S. Novak: "Miris, zlato i tamjan" (Scents, gold and frankincense).
12. Postmodern poetry. Danijel Dragojević, Branko Maleš, Boris Maruna, Zvonimir Mrkonjić, Anka Žagar, Delimir Rešicki etc. Seminar: Antun Šoljan: "Izdajice" (Traitors). Danijel Dragojević: poetry.
13. Modern/Postmodern prose: continuation. Goran Tribuson, Pavao Pavličić, Stanislav Habjan, Edo Budiša, Zoran Ferić. Perceptions of high/heavy and low/light literature and postmodern interpretation. Seminar: Work on the text Nedjeljko Fabrio: "Vježbanje života" (Exercising life). Irena Vrkljan: "Svila, škare" (Silk, scissors).

14. Contemporary prose. Seminar. Work on the text: Stanislav Hajban: "Nemoguća varijanta" (Impossible variant). Goran Tribuson: "Povijest pornografije" (History of pornography). Zoran Ferić: "Anđeo u ofsajdu" (An Angel in offside).
15. Course evaluation. Preliminary exam.

Literature



Viktor Žmegač (1997). Duh impresionizma i secesije, Zavod za znanost o književnosti Filozofskoga fakulteta Sveučilišta u Zagrebu



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



Ivo Frangeš (1987). Povijest hrvatske književnosti, NZMH-Cankarjevazaložba



Cvjetko Milanja (2010). Hrvatsko pjesništvo 1900.-1950., Altagama, Zagreb

Modern English and the Media

38845



Lecturer in Charge



Pred.
Spomenka
Bogdanić

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	60

Prerequisites
English for Journalists
Writing in English

Course Description

To make effective use of sociolinguistic competences.

To enable students to develop strategies of successful communication.

To enable students to apply the acquired strategies through discussions in complex linguistic situations.

To enable students to express their personal attitudes on a particular topic.

Course Type

» Communication Sciences (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Differentiate registers and conventions of communication processes in the context of changing socio-cultural environment.
2. Explain their personal views and attitudes closely reasoned in different communication situations.
3. Recognize and make correct use of English idioms and phrases to accomplish communication.
4. Demonstrate and contribute to discussions and debates by effective use of modern professional terminology related to the media and communication sciences in the English language.
5. Demonstrate autonomous presentation of a topic of choice in the English language.
6. Write autonomously a seminar essay in English.

General Competencies

Apply and make effective use of the acquired basic concepts related to modern journalism in the English language.

Express themselves clearly and concisely in spoken and written word in the English language with emphasis on English for journalists and public relations.

Explain and critically analyse the acquired theoretical and practical information.

Grading

Regular attendance and active participation in classes 20%; presentation of a topic of choice 10%; seminar essay 30%; oral final exam 40%.

Week by Week Schedule

1. Differences in register, linguistic markers of social conventions.
2. Introduction to discussion- differences between conversation and discussion; criteria for a well organized debate.
3. Gathering, selecting and preparing materials from different types and sources of information
4. Writing short notes using dictionaries and other reference materials.
5. Presenting views and attitudes: agreeing, disagreeing, disapproving, accepting, objecting, delivering news, etc.
6. Presenting views and attitudes: agreeing, disagreeing, disapproving, accepting, objecting, delivering news, etc
7. Vocabulary enrichment related to the media – newspaper genres, journalism and the Internet.
8. Vocabulary enrichment related to the media – newspaper genres, journalism and the Internet.
9. Lexical taboos (political correctness).
10. Standards of journalistic ethics and socially responsible journalism.
11. Standard language vs dialects.
12. Anglo-American aspect of political system.
13. Student oral presentation of a previously announced topic of choice and subsequent group discussion.
14. Student oral presentation of a previously announced topic of choice and subsequent group discussion.
15. Student oral presentation of a previously announced topic of choice and subsequent group discussion.

Literature



Bell, A. Garret, P. (1998).
Approaches to Media
Discourse, (odabrana
poglavlja, 345 str.),
Blackwell Publishers Ltd



Jednojezični rječnik prema
izboru



Autentični materijali i
tekstovi: novinski članci i
časopisi



Gramatički priručnik prema
izboru

Motivation

37810

Lecturer in Charge



Doc. dr. sc.
Eva Anđela Delale

ECTS Credits	5.0
English Level	L1
E-learning Level	L2
Study Hours	30
	15

Teaching assistant

Doc. dr. sc. Eva Anđela
Delale

Course Description

The course is developed in order to acquaint the students with systematic compendium of scientific concepts and understandings in area of motivation, as well as the development and implementation of scientific concept of motivation in general and specifically with concept of motivation in learning, gifted, motivation in sports and labor. Particular emphasis is put on the implementation of motivational psychology's theoretical cognition in everyday life and professional practice.

Course Type

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

Learning Outcomes

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

1. Explain and differ basic principles of motivational processes influence on behavior and achievement, as well as external and internal influences on motivation.
2. Apply the knowledge of the nature of motivation on understanding of its nature and its correlation with other mental processes and human wellbeing.
3. Generalize motivational processes knowledge on special cases and phenomenon in professional work.
4. Estimate abstractly logical relations between motivational and other mental processes.
5. Evaluate research projects and scientific articles in the area of motivation.
6. Create new scientific ideas to verify the relations between motivational processes and activity outcomes.

General Competencies

1. Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.
2. Integrate the knowledge of the fundamental psychological processes and characteristics (perception, memory, learning, motivation, emotions, personality, and social behaviour).
10. Judge scientific and professional papers in the field of social sciences, humanities, and biomedicine.
12. Devise plans for searching the literature, databases and other information sources.
16. Organize and present professional and scientific reports based on empirical data using scientific literature and demonstrating respect for international standards, independently or in a team.
18. Evaluate and develop personal competences, knowledge and skills in accordance with the changes and the standards of the profession.

Grading

Students collect points for certain activities that are later turned into final grade. A student can achieve maximum of 80 points according to following arrangement: 10 points for regular class attendance (70% lectures is minimum requirement) 20 points for group presentation 50 points for mid and end term tests (OR written exam, more than 50% correct answers is needed).

Week by Week Schedule

1. Introduction: Motivation as behavior regulator
2. Goals, needs and their interaction: motivational cycle of behavior
3. Theories of need as action motivators (Murray, Maslow, Aldefer, McClelland); theories of needs and cultures
4. Contemporary needs and attempts to find basic needs
5. Theories of reinforcement as motivation initiator
6. Theories of expectations (Adams, Locke, Vroom, attribution theories)
7. Types of motivation according to the self-determination theory (Deci and Ryan, flow)
8. Evolutionary theory of motivation
9. Neuro-scientific theory of motivation
10. Content and processes theories; motivation intensity and achievement; motivation and work
11. Motivation in learning: opposing the theory and practice of reinforcement and punishment
12. Development of motivation in childhood
13. Motivation of gifted
14. Motivation and sports
15. The subconscious motivation: defense mechanisms in Freud and contemporary interpretation

Literature



Izabrana poglavlja iz knjige Beck, R. C. (2003). Motivacija: Teorija i načela. Jastrebarsko: Naklada Slap.



Čudina-Obradović, M.; Obradović, J. (2006). Utjecaj roditelja na socijalno-emocionalni razvoj i motivaciju djeteta. U: M. Čudina-Obradović i J. Obradović (2006). Psihologija braka i obitelji. Zagreb: Golden marketing - Tehnička knjiga, 327-356.



Galić, Z.; Parmač, M. (2009). Što nas motivira za rad? U: D. Čorkalo Biruški (ur.) (2009). Primijenjena psihologija: Pitanja i odgovori. Zagreb: Školska knjiga, 279-296.

Myths and Religious Rituals in the Ancient World

38112

Lecturer in Charge



Doc. dr. sc.
Mladen Tomorad

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

Teaching assistant
Eva Katarina Glazer, dr. sc.

Course Description

Course objective is to introduce the students with the Sumerian, Hittite, Canaanite, Persian (Old Iranian) and Egyptian literature and mythology along with the religious ceremonies and cults.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 5th semester, 3rd year)
- » History (Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Study) (elective courses / working groups, 5th semester, 3rd year)

Learning Outcomes

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

1. Identify the most important subjects from mythological texts of the Ancient Near East
2. List mythological texts
3. Explain the historical context of the emergence of the mythological texts
4. List sources that describe the evolution of religion in the Near East
5. Identify the events that resulted in the emergence of several mythological texts
6. Compare the processes and the development of the religious beliefs considering different social, political and cultural background.

General Competencies

After successful course students will be able to: define the historical processes of certain people of the Ancient World; summarize the basic facts about Ancient people literature (especially mythological texts); name the main characters which marked the mythological texts; discuss the historical context of the emergence of texts of certain people.

Grading

Student activity will be monitored throughout the entire semester. Attendance is mandatory. Students must write a seminar and present it during lectures. The final exam is oral.

Week by Week Schedule

1. Introduction to the subject. A short introduction into Semitic languages and the chronology of the written history.
2. Sumerian texts, myths and gods.
3. Cosmogonic myths; Students have to prepare a short lecture on chosen myths; and the objective is to compare the greatest number of mythological texts on cosmogony from all around the world.
4. Myths concerning the Creation of the Man.
5. Hittite texts, myths and gods.
6. Deluge myths; Students prepare short lecture about deluge myths.
7. Canaanite, Phoenician and Aramaic texts, myths and gods.
8. Egyptian texts, myths and gods.
9. Underworld, myths about afterlife; the question about resurrection.
10. New Year - the repetition of cosmogony.
11. Old Iranian (Persian) and Arabic texts, myths and gods.
12. The most famous heroes from the myths; Students have the chance to prepare a lecture on a hero in case they were justifiably prevented to attend the lectures.
13. Mythological creatures and beasts; Students prepare lectures about mythological creatures.
14. Holy places, Sacrifice, altars and shrines, temples.
15. Final lecture/field class in Archaeological Museum in Zagreb.

Literature



Armstrong, K. (2005). *Kratka povijest mita*, Vuković i Runjić, Zagreb



Eliade, M. (2006). *Od kamenoga doba do eleuzinskih misterija. Povijest vjerovanja i religijskih ideja*, Dio 1., Fabula Nova, Zagreb



Cambell J. (2009). *Junak s tisuću lica*, Jesenski i Turk, Zagreb

Neurobiology of Abnormal Behaviour and Mental Illness

38656



Lecturers in Charge



Prof. dr. sc.
Zdravko Petanjek



Doc. dr. sc.
Ivana Hromatko

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

Course Description

The general aim of the course is to familiarize students with the basic characteristics of the most common mental illnesses and their biological background, with special emphasis on the characteristic features visible with methods of brain imaging.

Course Type

- » Psychology (Study) (elective courses, 2nd semester, 1st year)
- » Psychology (Study) (elective courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Identify the basic psychological and neurological characteristics of the major psychopathological disorders
2. Explain the relationship between biological predisposition and external factors in the development of behavioral disorders and mental illness,
3. Apply the theoretical and practical knowledge in understanding of symptoms of major mental disorders and abnormal behavior
4. Apply their knowledge in practical work with patients, using functional brain imaging (EEG, fMRI, PET, MEG)
5. Create multimedia presentations with clinical examples which show the correlation between damage/dysfunction of certain brain areas and psychopathological condition,
6. Analyze the scientific articles in the field of neurobiology of psychopathology
7. Explain the role of biological factors in the development of mental disorders and abnormal behavior

Grading

Activity in class 20%, seminar 20%, two written tests 20%, essay 20%, practical work 20%, final exam 20%.

Week by Week Schedule

1. Imaging of brain structure (MRI, CT, ultrasound) in the study and diagnosis of psychomotor and cognitive disorders. Imaging of brain function (fMRI, PET, SPECT, EEG, MEG) in the study and diagnosis of psychomotor and cognitive disorders
2. Classical neuro-histopathological methods. Methods of molecular biology in the research and diagnosis of psychomotor and cognitive disorders
3. The neurobiology of schizophrenia – brain imaging methods. The neurobiology of schizophrenia - structural and chemical change
4. Neurobiology of manic-depressive psychosis - brain imaging methods. Neurobiology of manic-depressive psychosis - structural and chemical changes
5. Neurobiology of normal aging - brain imaging methods. Changes in the structure of the brain in normal aging and its correlation with psychological changes
6. Brain imaging and methods used in dementia diagnostics. Neurobiology of Alzheimer's disease and other dementias
7. Brain imaging and methods used in dementia diagnostics. Neurobiology of Alzheimer's disease and other dementias
8. Parallel processing in the visual system and disorders of the visual recognition. Functional classification of associative visual areas and the correlation with specific visual dysfunctions
9. Consciousness and attention: the functional activity of the brain in normal and abnormal states of consciousness
10. Neurobiology of cerebral palsy. Neurobiology of degenerative motor disorders
11. The biological predisposition for development of addiction. Changes in functional brain activity in addicts
12. Stress and brain. Neurobiology of PTSD
13. The neurobiology of learning and memory. Functional brain activity in learning and memory disorders
14. Pathophysiological mechanisms of stroke. The neurobiology of brain hemorrhage
15. Mechanisms of brain plasticity in the adult human. Visualization of brain plasticity using fMRI. Anatomical, histological and molecular changes in the brain during normal and abnormal aging

Literature



Priručnik: Neurobiologija poremećaja ponašanja i psihičkih bolesti. M. Knežević, Z. Petanjek (ur.), web izdanje

Non-Experimental Methods

86410

Lecturer in Charge



Prof. dr. sc.
Goran Milas

ECTS Credits	4.0
English Level	L1
E-learning Level	L3
Study Hours	30
	15

Teaching assistant
Sanja Budimir, dr. sc.

Prerequisites
Experimental Methods
Psychological Measurement

Course Description

The main objectives of the course are to introduce students to the basics of the non-experimental methodology and the different modalities of its use. Through lectures, students will get to know the basics of the non-experimental methodology, the reasons for its use, and basic designs through which it is applied. Students will also be acquainted with the way of conceiving non-experimental research and writing a report or research paper based on it.

Course Type

» Psychology (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Explain the non-experimental designs and different modalities of their use
2. Analyze the different segments of non-experimental research approaches
3. Evaluate the non-experimental studies
4. Apply non-experimental designs in their own research
5. Create the research that will make advantage of the non-experimental design

General Competencies

9. Evaluate scientific knowledge for the purpose of generating research hypotheses and support the scientific approach to the acquirement of knowledge.
10. Judge scientific and professional papers in the field of social sciences, humanities, and biomedicine.
11. Analyze the assumptions and apply consistent methodological and statistical knowledge for the purpose of answering specific research questions, and determine the advantages and limitations of different research and statistical methods in psychology and related scientific disciplines.

Grading

Quizzes, seminars, attendance and oral exam.

Week by Week Schedule

1. Introduction to the non-experimental methods

2. The reasons for using non-experimental methods, introduction to correlation methods
3. Test reliability and validity, interpretation of the correlation
4. Time dimension correlation draft
5. Scientific observation, classification methods
6. Observed behavior, recording and sampling
7. Survey research, basics of sampling
8. Non-probability sampling
9. Probabilistic sampling: simple, systematic, stratified
10. Probabilistic sampling: clusters, multi-step, zonal
11. Sources of error in the survey
12. Sample size, reliability of questionnaires
13. The validity of questionnaires
14. Data collection techniques
15. Test

Literature



Milas, G. (2005 ili novija). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap. (str. 335-475.)

Organisational Psychology

28729

Lecturers in Charge



Prof. dr. sc.
Ljiljana Kaliterna-
Lipovčan



Doc. dr. sc.
Adrijana Košćec
Đuknić

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

Course Description

The course provides a detailed overview of the basic psychological knowledge in the area of human labour. Through learning about different topics such as job analysis, working capacity and performance, selection and training of personnel, evaluating work performance, motivation to work, absenteeism and accidents and the impact of physiological processes in the performance, the students will acquire the knowledge necessary for psychologists working in the organization.

Course Type

» Psychology (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Assess critically work capacity and performance.
2. Select measurement instruments for the selection process.
3. Evaluate the advantages and disadvantages of different organizations of work in shifts
4. Plan the procedures of job analysis
5. Assess the need for professional training.
6. Assess the critical factors that impact work motivation.
7. Assess causes of absenteeism and work accidents.
8. Select interventions able to reduce the negative physiological effects on performance that are caused by changes.

General Competencies

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

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

16. Organize and present professional and scientific reports based on empirical data using scientific literature and demonstrating respect for international standards, independently or in a team.

Grading

15% class attendance, 5% paper, 20% two colloquia, final exam 60%.

Week by Week Schedule

1. Introduction to the course
2. Historical overview of the psychology of work
3. Work ability and evaluating performance
4. Workplace analysis
5. Work motivation, theories and application
6. Professional training
7. Resource selection, Introduction to human resources
8. Absenteeism and work accidents
9. Physiological changes during operation, biological rhythms
10. Modern challenges to work psychology
11. Shift work
12. Students' presentations
13. Students' presentations
14. Students' presentations
15. Concluding lecture

Literature



B. Petz: Psihologija rada,
Zagreb: Školska knjiga,
1987.



B. Petz (ur.): Psihologijski
rječnik, Jastrebarsko:
Naklada Slap, 2005.



A.Furnham: The Psychology
of Behaviour at Work,
Psychology Press, 1997.

Originators of Communication Sciences and Their Works

76132



Lecturer in Charge



Doc. dr. sc.
Jelena Jurišić

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant
Ifigenija Račić

Course Description

Introduce the students to the development of communicology through works (books, articles, films, TV and radio features), theoreticians, scientists, journalists and public relations specialists who have contributed most to the present development of communicology as a science and of mentioned professions studied theoretically.

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses 2, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses 2, 1st semester, 1st year)

Learning Outcomes

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

1. Define, explain and apply basic concepts in communicology.
2. State the crucial theoreticians and scientists associated with the emergence and the development of communicology, reproduce and explain their basic theories or researches.
3. State and explain crucial events in the history of communicolgy.
4. Define the freedom of the press and the freedom of expression, explain and analyze their development through history.
5. State, reproduce and explain the basic theories of communication and communicology.
6. State and explain the basic learning or discoveries of authors in read, watched or listened works.

General Competencies

Apply the knowledge of the basic concepts in communicology. Identify and describe the place and role of communicology in the society. Reproduce and explain the basic theories of communication and communicology. State and explain the crucial events in the history of communicology. Work efficiently and independently.

Grading

100% revision tests/ written exam.

Week by Week Schedule

1. Freedom: definition, legal formulations, the freedom of the press definition, the most important Declarations (UN, OESS, etc.) and other documents (the Constitution of the Republic of Croatia, Electronic Media Act), first activists, first government concessions; the emergence of mass media: the circumstances, the context, the state of media freedom; censorship and other government measures to restrict the freedom of the press and expression.
2. The emergence of mass media: the circumstances, the context, the state of media freedom; censorship and other government measures to restrict the freedom of the press and expression.
3. The development of the activism for the freedom of the press and the freedom of expression: theological approach John Milton (Areopagitica), William Wolwyn (The Compassionate Samaritan); access to individual rights: John Lock (Two Treatises of Government), Matthew Tindal, Utilitarianism Jeremy Bentham; John Stuart Mill (On Liberty); first results in the freedom struggle: Bill of Rights (UK), La Declaration des droits de l'Homme et du citoyen, Declaration of Independence, Bill of Rights (USA); the rise of mass media struggle: John Peter Zenger, Thomas Erskin, Thomas Pain, Sedition Act, Espionage Act, wars and the freedom of the press, Patriot Act, contemporary views on the press freedom violation Noam Chomsky (film Manufacturing consent), a short summary of the press freedom violation in the SFRJ and the Republic of Croatia.
4. The impact of the press freedom on the development of society, Liberalism and the media relations, the deregulation of media.
5. The first indirect media studies in Europe, literary criticism, F. and Q. Leavis, Thompson; The Frankfurt School, Adorno, Lowenthal, Benjamin, Marcuse, sociology of knowledge.
6. The beginnings of American communicology and the market research in the first decades of the 20th century in the USA, Walter Lippmann (Public Opinion, chapters 7-8).
7. The beginnings of American communicology and the market research in the first decades of the 20th century in the USA, Walter Lippmann (Public Opinion, chapters 7-8).
8. Preliminary exam 1.
9. Lazarsfeld P. F's position and influence on the development of communicology, People's Choice and other researches, defining the functions of the media, two-step flow communication.
10. Harold Laswell formula of the communication process, investigating the effects of war and political propaganda, group dynamics, the concept of gatekeeping.
11. Hovland C. I. – study of propaganda influences and social communication, the sleeper effect.
12. Merton R. K study of mass persuasion and its impact, the effects of propaganda, the narcotizing dysfunction of media, an in-depth interview as a research method.
13. Frank Stanton the pioneer in research in communicology on radio programmes; Herta Herzog the impact of the media content on the audience, the media and panic spreading in the society, the uses-and-gratifications theory, the audience habits.
14. Bernard Berleson research on public opinion, behaviourism, content analysis method; Elihu Katz mass communication, the effects of the mass media, middle range theory (Media effects).

15. The development of communicology in Europe, the history of media research, contributions to the sociology of knowledge, the most important representatives: the preliminary exam 2.

Literature



Kin, D. Mediji i demokratija, Filip Višnjić, Beograd, 1995., str. 11-53.



Chaffee, S.H., Rogers, E.M. The Beginnings of Communication Study in America A Personal Memoir by Wilbur Schramm, SAGE Publications, 1997.



Glander, T. Origins of Mass Communications Research During the American Cold War, Routledge, 2009., str. 1-178.

Pavao Vitezović

52938



Lecturer in Charge



Prof. dr. sc.
Alojz Jembrih

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

Teaching assistant
Prof. dr. sc. Alojz Jembrih

Course Description

In the context of great Croatian personalities, the students will become familiar with the life and work of polymath Pavao Ritter Vitezović as: - historian – poet - heraldist – linguist - the Croatian Latin script reformer – copperplate engraver – political writer - popular enlightenment thinker of the 17th and 18th centuries.

Course Type

- » Croatian Studies (Study) (elective courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective courses, 3rd semester, 2nd year)
- » Croatian Studies (Study) (elective courses, 5th semester, 3rd year)

Learning Outcomes

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

1. Identify the contextual importance of P.R. Vitezović in the Croatian history of the 17th and 18th century
2. Recognize the value of his “Kronika” of 1696.
3. Recognize the importance and value of his patriotic poetry.
4. Recognize his linguistic contribution to the history of the Croatian language.
5. Analyze the original works of Vitezović.
6. Recognize his lexicographical importance in the Croatian historical lexicography.

General Competencies

The students will learn about: the commitment of Vitezović to the political and cultural affirmation of Croatia within the Habsburg monarchy at the time. They will be introduced to the Latin and Croatian poetic production of Vitezović. Learn of his first Croatian historical work “Kronika” of 1696. Get to know Vitezović as a publisher and head of Zemaljska tiskara printing house in Zagreb 1694 -1706. Become familiar with the epic work of Vitezović “Odiljenje sigetsko 1684”. Learn of the importance of his Latin-Croatian dictionary and get to know him as a publisher of popular calendars, wise sayings and proverbs.

Grading

Class attendance 15%; seminar assignment 25%; written exam 60%.

Week by Week Schedule

1. The socio-political situation in the Habsburg Monarchy and Croatia at the time of Vitezović
2. Background, youth and education of P.R. Vitezović
3. Vitezović and Valvazor
4. The political commitment of Vitezović
5. Vitezović as a historian, his "Kronika" of 1696.
6. Vitezović as a Latin poet
7. Vitezović a Croatian poet
8. Vitezović and Zagreb bishops
9. Vitezović as a manager and publisher of the Zemaljska tiskara printing house in Zagreb, 1694-1706.
10. "Oživljena Hrvatska" by Vitezović
11. "Dva stoljeća ucviljene Hrvatske" by P. R. Vitezović
12. "Odiljenje sigetsko 1684." by P. R. Vitezović
13. Vitezović as the reformer of the Croatian Latin script and his followers
14. The Latin-Croatian dictionary of Vitezović
15. Vitezović in Croatian historiography

Literature



Vjekoslav Klaić (1914).
Život i djela Pavla Rittera
Vitezovića, Matica
hrvatska, Zagreb



Tomo Matić (1968).
Vitezovićevo odiljenje
sigetsko i Sejnčica, Građa za
povijest književnosti
hrvatske, knj. 29., JAZU,
Zagreb



Nikica Kolumbić (1986).
Sigetska epopeja od
manirizma do kasnog
baroka. U: Zbornik o
sigetskoj epopeji, Izdanje
Hrvatskog filološkog
društva Zadar



Radoslav Lopašić (1897).
Pavao Ritter-Vitezović. U:
Građa za povijest
književnosti hrvatske, knj.
1., JAZU, Zagreb



Zlatko Pleše (prev.) (1997).
P.R. Vitezović, Oživjela
Hrvatska, Latina et Graeca,
Zagreb

Peer Support for Students with Disabilities

86437



Course Description

Enabling students to provide quality peer support for students with disabilities in the academic setting.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (elective courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective courses, 6th semester, 3rd year)

Study Hours

15

105

Learning Outcomes

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

1. Maintain quality social contacts in the context of peer support
2. Examine the social context and their own attitudes/values towards people with disabilities
3. Recognize ethical challenges in providing peer support
4. Explain and support with arguments the applicability of social policy in direct work with people with disabilities
5. Write work plans for providing peer support
6. Provide peer support to students with disabilities in the academic setting

General Competencies

The course is declared as a university course and is not tied to a particular study programme.

Grading

ECTS credits are obtained upon receiving the confirmation that the student has passed the course. Student will obtain ECTS credits if:

- 1) they attend a preparatory workshop,
- 2) devise individual peer support plans that receive positive evaluation,
- 3) provide peer support under the individual plan,
- 4) attend supervision.

Week by Week Schedule

1. Peer support (1 lecture + 1 exercises): Introduction to peer support. The analysis of concrete examples, a student with a disability and his peer - provider of support - establish adequate and appropriate form of support.

2. General characteristics of persons with disabilities (5 lectures + 3 exercises): Definition of basic concepts, classification of impairments and disabilities, active policy measures, support models. The etiology and phenomenology of physical disability; capabilities and limitations of students with physical disabilities; barriers to students with physical disabilities in higher education and the possibility of overcoming them. Visual impairment (blindness and low vision; characteristics, capabilities and specificities of the functioning of students with visual impairments, difficulties in everyday academic life of students with visual impairments, the possibility and importance of support). Understanding hearing impairment (deafness and hearing loss; specificities in the field of adoption of speech and language; sign communication; the needs in the higher education system; support system). Specificities, characteristics and needs of the persons/students with deafblindness and the support system in their daily academic activities. Sensitization to the needs of the students with disabilities in the academic setting.
3. General characteristics of persons with disabilities (5 lectures + 3 exercises): Definition of basic concepts, classification of impairments and disabilities, active policy measures, support models. The etiology and phenomenology of physical disability; capabilities and limitations of students with physical disabilities; barriers to students with physical disabilities in the higher education and the possibility of overcoming them. Visual impairment (blindness and low vision; characteristics, capabilities and specificities of the functioning of students with visual impairments, difficulties in everyday academic life of students with visual impairments, the possibility and importance of support). Understanding hearing impairment (deafness and hearing loss; specificities in the field of adoption of speech and language; sign communication; the needs in the higher education system; support system). Specificities, characteristics and needs of persons/students with deafblindness and the support system in their daily academic activities. Sensitization to the needs of the students with disabilities in the academic setting.
4. General characteristics of persons with disabilities (5 lectures + 3 exercises): Definition of basic concepts, classification of impairments and disabilities, active policy measures, support models. The etiology and phenomenology of physical disability; capabilities and limitations of students with physical disabilities; barriers to students with physical disabilities in the higher education and the possibility of overcoming them. Visual impairment (blindness and low vision; characteristics, capabilities and specificities of the functioning of students with visual impairments, difficulties in everyday academic life of students with visual impairments, the possibility and importance of support). Understanding hearing impairment (deafness and hearing loss; specificities in the field of adoption of speech and language; sign communication; the needs in the higher education system; support system). Specificities, characteristics and needs of persons/students with deafblindness and the support system in their daily academic activities. Sensitization to the needs of the students with disabilities in the academic setting.

5. General characteristics of persons with disabilities (5 lectures + 3 exercises): Definition of basic concepts, classification of impairments and disabilities, active policy measures, support models. The etiology and phenomenology of physical disability; capabilities and limitations of students with physical disabilities; barriers to students with physical disabilities in the higher education and the possibility of overcoming them. Visual impairment (blindness and low vision; characteristics, capabilities and specificities of the functioning of students with visual impairments, difficulties in everyday academic life of students with visual impairments, the possibility and importance of support). Understanding hearing impairment (deafness and hearing loss; specificities in the field of adoption of speech and language; sign communication; the needs in the higher education system; support system). Specificities, characteristics and needs of persons/students with deafblindness and the support system in their daily academic activities. Sensitization to the needs of the students with disabilities in the academic setting.
6. General characteristics of persons with disabilities (5 lectures + 3 exercises): Definition of basic concepts, classification of impairments and disabilities, active policy measures, support models. The etiology and phenomenology of physical disability; capabilities and limitations of students with physical disabilities; barriers to students with physical disabilities in the higher education and the possibility of overcoming them. Visual impairment (blindness and low vision; characteristics, capabilities and specificities of the functioning of students with visual impairments, difficulties in everyday academic life of students with visual impairments, the possibility and importance of support). Understanding hearing impairment (deafness and hearing loss; specificities in the field of adoption of speech and language; sign communication; the needs in the higher education system; support system). Specificities, characteristics and needs of persons/students with deafblindness and the support system in their daily academic activities. Sensitization to the needs of the students with disabilities in the academic setting.
7. Human rights (2 lectures + 0 exercises): Introduction to the importance of human rights, especially of persons/students with disabilities. International and regional instruments for the protection and promotion of the rights of persons with disabilities. National frameworks and institutions for the protection of the rights of persons with disabilities. Advocating for the rights of people with disabilities.
8. Human rights (2 lectures + 0 exercises): Introduction to the importance of human rights, especially of persons/students with disabilities. International and regional instruments for the protection and promotion of the rights of persons with disabilities. National frameworks and institutions for the protection of the rights of persons with disabilities. Advocating for the rights of people with disabilities.
9. Accessibility of higher education to persons with disabilities (2 lectures + 3 exercises): A review of existing legal regulations that enables work on assuring equal opportunities for students with disabilities in the higher education system of the Republic of Croatia; overview of the special rights of students with disabilities; analysis of the current state of accessibility to higher education institutions in the Republic of Croatia. Specific needs of students with disabilities and the obstacles they encounter in the academic environment through practical examples. Forms of support for students with disabilities (institutional, individual).
10. Accessibility of higher education to persons with disabilities (2 lectures + 3 exercises): A review of existing legal regulations that enables work on assuring equal opportunities for students with disabilities in the higher education system of the Republic of Croatia; overview of the special rights of students with disabilities; analysis of the current state of accessibility to higher education institutions in the Republic of Croatia. Specific needs of students with disabilities and the obstacles they encounter in the academic environment through practical examples. Forms of support for students with disabilities (institutional, individual).

11. Basics of multiculturalism (2 lectures + 2 exercises): Introduction to the theory and practice of multicultural education and multicultural counseling. The three-part model of multicultural competence. Sensitization to work with people with disabilities.
12. Basics of multiculturalism (2 lectures + 2 exercises): Introduction to the theory and practice of multicultural education and multicultural counseling. The three-part model of multicultural competence. Sensitization to work with people with disabilities.
13. Attitudes toward people with disabilities (1 lecture + 2 exercises): The definition of attitude and attitude components. Origin of attitudes. The relationship between attitude and behavior. Changing attitudes. Attitudes towards people with disabilities. Using a questionnaire on the attitudes toward people with disabilities.
14. Ethics (2 lectures + 2 exercises). Ethical principles in the relationship between a student and an assistant - a student with disabilities. Ethical issues and dilemmas in the relationship between a student and an assistant - a student with disabilities. Peer support skills (0 lectures + 10 exercises): The importance of recognizing our own feelings and the feelings of others. Appropriate display of feelings. The importance of empathy in human relations. Developing skills of empathy. Setting boundaries in relationships. Assertiveness skills. Academic skills (0 lectures + 2 exercises): The components of responsible and assertive learning. Cooperative learning. Planning and organizing time. Devising individual plans (0 lectures + 5 exercises): On the basis of acquired knowledge and skills, each student, under supervision, devises an individual support plan for the upcoming semester.
15. Ethics (2 lectures + 2 exercises). Ethical principles in the relationship between a student and an assistant - a student with disabilities. Ethical issues and dilemmas in the relationship between a student and an assistant - a student with disabilities. Peer support skills (0 lectures + 10 exercises): The importance of recognizing our own feelings and the feelings of others. Appropriate display of feelings. The importance of empathy in human relations. Developing skills of empathy. Setting boundaries in relationships. Assertiveness skills. Academic skills (0 lectures + 2 exercises): The components of responsible and assertive learning. Cooperative learning. Planning and organizing time. Devising individual plans (0 lectures + 5 exercises): On the basis of acquired knowledge and skills, each student, under supervision, devises an individual support plan for the upcoming semester.

Literature



Statut Sveučilišta u Zagrebu, www.unizg.hr



Pravilnik o organizaciji i djelovanju Ureda za studente s invaliditetom Sveučilišta u Zagrebu, 2007., www.unizg.hr



Zakon o potvrđivanju konvencije o pravima osoba s invaliditetom i fakultativnog protokola uz Konvenciju o pravima osoba s invaliditetom, Narodne novine, Međunarodni ugovori, br. 6/07

Perception

37796

Lecturer in Charge



Doc. dr. sc.
Tihana Brkljačić

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

Course Description

To familiarize the students with the research and theories in the area of perception.

Course Type

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

Learning Outcomes

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

1. Describe human sensory system and the way how sensation is formed.
2. Compare different sensory systems regarding to stimulus, sensory organs, the way sensation is formed.
3. Explain perception of depth, perception of shape, perception of motion, and constancy of perception.
4. Explain connection between stimulus and sensation.
5. Describe phenomena of attention.
6. Compare different perceptive illusions and explain their background.
7. Analyze subjective factors of in perception.
8. Name typical perceptual disorders.

General Competencies

Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.

Explain the biological and neurobiological foundations of psychological processes and behaviour.

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

Grading

Preliminary exam 30;

Final exam 40;

Exercises 20;

Seminar 10.

Week by Week Schedule

1. Review of theoretical approaches to perception
2. Stimuli, senses, perception
3. Specific characteristics of different senses and sensory systems
4. Measurement of senses, classic and modern psychophysics
5. Attention and perception
6. Perception of shapes and forms
7. Perception of size, distance and movement, constancy of perception
8. Perception of speech, perception of music
9. Subjective factors in perception, how attitudes, values and emotions modify perception
10. Illusions
11. Development of perception, perception in other species
12. Perception disorders
13. Extrasensory perception
14. Extrasensory perception
15. Test

Literature



E. Bruce Goldstein, Osjeti i percepcija, Naklada Slap, 2011.



T. Brkljačić: Skripta iz percepcije.



Matlin, M. W.; Foley, H. J. Sensation and Perception, Allyn and Bacon, 1997.



Wolfe, J. M., Kluender, K. R., Levi, D. M., Bartoshuk, L. M., Herz, R. S., Klatzky, R. L., Lederman, S. J., Merfeld D. M. Sensation & Perception (3rd edition), Sinauer Associates Inc., Sunderland, MA; 2012, Textbook website: <http://sites.sinauer.com/wolfe3e>.

Philosophy of Language

46218



Lecturer in Charge



Doc. dr. sc.
Davor Pečnjak

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

Lecturer
Dušan Dožudić, dr. sc.

Course Description

The goal of the course is to introduce students to basic problems and views in philosophy of language (e.g. how the reference works, what determines the meaning of expressions, distinction between literal/conventional and non-literal meaning, the dispute between descriptivists and direct-reference theorists), to point to the importance of philosophy of language for other philosophical disciplines (such as metaphysics, epistemology, philosophy of mind, and meta-ethics), and to prepare students for their independent study of philosophy of language.

Course Type

- » Philosophy (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. List and explain the central problems and views in philosophy of language
2. Argue independently about issues in philosophy of language
3. Apply the arguments and methodology of philosophy of language in epistemology, metaphysics, logic, ethics etc.
4. State the major authors and the literature within the discipline

General Competencies

After they pass the exam, (1) the students will be able to connect the content of the course with some of the philosophical disciplines they encountered before (most notably, formal logic, metaphysics, and epistemology), (2) the things they will learn in this course they will easily apply in other philosophical disciplines and courses, (3) they will be able to engage in interdisciplinary investigations, and use their knowledge of philosophy of language in doing sociology, psychology, linguistics, croatology etc.

Grading

The written exam is 70% of the final grade, and the oral exam is 30% of the final exam.

Week by Week Schedule

1. Introduction
2. Traditional theories of meaning
3. Proper names: the description theories
4. The criticism of the description theories of names: Kripke and Donnellan
5. Causal-historical theory of reference
6. The criticism of causal-historical theory
7. The direct reference theory
8. The natural kind and substance terms
9. Definite descriptions: Russells theory
10. The opposition to Russell: Strawson and Donnellan
11. The dispute over Donnellans distinction
12. Tarskis semantic conception of truth
13. Davidsons program: the truth-conditional theory of meaning (I)
14. Davidsons program: the truth-conditional theory of meaning (II)
15. The closing discussion

Literature



William G. Lycan (2011).
Filozofija jezika: Suvremen
uvod, Hrvatski studiji:
Zagreb



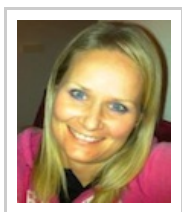
Filozofija jezika: zbirka
tekstova, Dostupno u
knjižnici i kopiraonici
Hrvatskih studija

Physical Education and Sports 1

51821



Lecturer in Charge



V. pred.
Irena Bagarić

ECTS Credits	0.0
English Level	L1
E-learning Level	L1
Study Hours	30

Course Description

Educate the students about the importance of lifelong exercise and sports or recreation activity for the purpose of maintaining and improving health so they would maintain and improve their physical fitness.

Course Type

- » Communication Sciences (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Croatian Studies (Dual-major studies Study) (required course, 1st semester, 1st year)
- » History (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Latin language (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Philosophy (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Sociology (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Communication Sciences (Study) (required course, 1st semester, 1st year)
- » Croatian Studies (Study) (required course, 1st semester, 1st year)
- » History (Study) (required course, 1st semester, 1st year)
- » Psychology (Study) (required course, 1st semester, 1st year)
- » Sociology (Study) (required course, 1st semester, 1st year)

Learning Outcomes

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

1. Apply teamwork skills in sports.
2. Analyze and demonstrate tolerance, work habits and self-discipline.
3. Promote a healthy and sporty lifestyle.
4. Take care of personal health.
5. Design active breaks (active breaks between learning, on the job...).
6. Apply movement and technical structures during play.

General Competencies

Upon completion of all obligations required by PE, the students will be able to: independently distinguish composing parts of PE classes (warm-up, the main part, stretching), independently distinguish conditional and corrective exercises aimed at strengthening specific muscle groups, apply practical knowledge and skills acquired in PE classes in preventing occupational illnesses that their future profession may cause to their health, recommend sports activities to their colleagues and transfer to them the awareness of the importance of lifelong physical exercise and they will be able to independently distinguish and follow the rules of different sports activities, monitor and understand sports and fair play.

Grading

Regular attendance, fulfilling tasks.

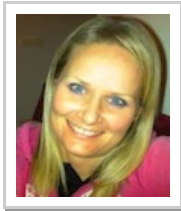
Week by Week Schedule

1. Pursuant to the Physical Education Syllabus approved by the University Senate, we present teaching content in accordance with the material conditions of work provided to us by the Management of the Croatian Studies, and along with mandatory PE classes the students frequently choose to participate in sports competitions organized by the Office for Sport of the University of Zagreb. In terms of teaching content we hold classes in: swimming, corrective gymnastics, pilates, aerobics, exercise at the gym, basketball, volleyball, handball, futsal, badminton, table tennis, tennis, ice-skating and hiking tours.
2. Continuous work in the gym or as part of additional activities.
3. Continuous work in the gym or as part of additional activities.
4. Continuous work in the gym or as part of additional activities.
5. Continuous work in the gym or as part of additional activities.
6. Continuous work in the gym or as part of additional activities.
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11. Continuous work in the gym or as part of additional activities.
12. Continuous work in the gym or as part of additional activities.
13. Continuous work in the gym or as part of additional activities.
14. Continuous work in the gym or as part of additional activities.
15. Continuous work in the gym or as part of additional activities.

Physical Education and Sports 2

51865

Lecturer in Charge



V. pred.
Irena Bagarić

ECTS Credits	0.0
English Level	L1
E-learning Level	L1
Study Hours	30

Course Description

Educate the students about the importance of lifelong exercise and sports or recreation activity for the purpose of maintaining and improving health so they would maintain and improve their physical fitness.

Course Type

- » Communication Sciences (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Croatian Studies (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » History (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Latin language (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Philosophy (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Sociology (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Communication Sciences (Study) (required course, 2nd semester, 1st year)
- » Croatian Studies (Study) (required course, 2nd semester, 1st year)
- » History (Study) (required course, 2nd semester, 1st year)
- » Psychology (Study) (required course, 2nd semester, 1st year)
- » Sociology (Study) (required course, 2nd semester, 1st year)

Learning Outcomes

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

1. Apply teamwork skills in sports.
2. Analyze and demonstrate tolerance, work habits and self-discipline.
3. Promote a healthy and sporty lifestyle.
4. Take care of personal health.
5. Design active breaks (active breaks between learning, on the job...).

General Competencies

Upon completion of all obligations required by PE, the students will be able to: independently distinguish composing parts of PE classes (warm-up, the main part, stretching), independently distinguish conditional and corrective exercises aimed at strengthening specific muscle groups, apply practical knowledge and skills acquired in PE classes in preventing occupational illnesses that their future profession may cause to their health, recommend sports activities to their colleagues and transfer to them the awareness of the importance of lifelong physical exercise and they will be able to independently distinguish and follow the rules of different sports activities, monitor and understand sports and fair play.

Grading

Regular attendance, fulfilling tasks.

Week by Week Schedule

1. Pursuant to the Physical Education Syllabus approved by the University Senate, we present teaching content in accordance with the material conditions of work provided to us by the Management of the Croatian Studies, and along with mandatory PE classes the students frequently choose to participate in sports competitions organized by the Office for Sport of the University of Zagreb. In terms of teaching content we hold classes in: swimming, corrective gymnastics, pilates, aerobics, exercise at the gym, basketball, volleyball, handball, futsal, badminton, table tennis, tennis, ice-skating and hiking tours.
2. Continuous work in the gym or as part of additional activities.
3. Continuous work in the gym or as part of additional activities.
4. Continuous work in the gym or as part of additional activities.
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11. Continuous work in the gym or as part of additional activities.
12. Continuous work in the gym or as part of additional activities.
13. Continuous work in the gym or as part of additional activities.
14. Continuous work in the gym or as part of additional activities.
15. Continuous work in the gym or as part of additional activities.

Plato and Aristotle

37721

Lecturer in Charge



Izv. prof. dr. sc.
Pavel Gregorić

ECTS Credits	7.0
English Level	L1
E-learning Level	L1
Study Hours	30
	30

Teaching assistant
Izv. prof. dr. sc. Pavel
Gregorić

Course Description

Introduce students to the central texts, problems, ways of thinking and arguing of the two leading ancient philosophers. Reading and analysing selected texts of Plato and Aristotle. Identifying main similarities and diversities in the works of Plato and Aristotle, and the main avenues of influence and reception. Provide students with the required concepts and techniques for understanding and interpreting classical philosophical writings. Encourage students to express themselves clearly and concisely in spoken and written word.

Course Type

- » Philosophy (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Explain the historical context and intellectual climate of Plato and Aristotle
2. State and contrast the main interpretative approaches to Plato's and Aristotle's works
3. Outline the main avenues of Plato's and Aristotle's critique of Presocratic philosophy
4. Describe Socrates' influence on Plato

5. Contrast the character, methods, topics and main theses of Plato's works relative to the period of their formation (early, middle, and late)
6. Explain Aristotle's system of philosophy and determine the positions of Aristotle's writings in that system
7. State and compare Plato's and Aristotle's philosophical positions in metaphysics, philosophy of nature, epistemology, philosophy of science, philosophy of mind and philosophy of language
8. Explain the basic outlines of Aristotle's criticism of Plato

General Competencies

Students will be able to: put Plato and Aristotle in a wider historical context state the main works of Plato and Aristotle, the topics and main theses of these works explain the basic problems, theses and arguments in Plato's and Aristotle's philosophy summarize Plato's and Aristotle's main contributions to later philosophy and science contrast philosophical problems and methods of Plato and Aristotle with those characteristic of later epochs

Grading

Discussion: 10%;

Quiz: 10%;

Seminar essay: 20%;

Two written tests: 30%+30% or final written exam: 60%.

Week by Week Schedule

1. Ethics and epistemology ("Meno", translation by F.Grgić)
2. Metaphysics and psychology ("Phaidon", translation by J. Talanga)
3. Ethics, psychology and metaphysics ("Republic", translation by M. Kuzmić, selected parts)
4. Philosophy of language ("Cratylus", translation by M. Štambuk; "Sophist", translation by M. Sironić, selected parts)
5. Epistemology ("Theaetetus", translation by M. Sironić, selected parts)
6. Logic and metaphysics ("Sophist", translation by M. Sironić, selected parts)
7. Logic and metaphysics ("Parmenides", translation by P. Šegedin, selected parts)
8. Philosophy of nature and cosmology ("Timeus", translation by D. Barbarić, selected parts)
9. Logic ("Categories" I-6)
10. Epistemology ("Posterior Analytics" II.19; "Metaphysics" I.1-2)
11. Philosophy of nature ("Meteorology" I.1; "Physics" II.1-3, 8-9)
12. Psychology ("On the Soul" II.1-3, 5-6, 12; "On Memory and Reminiscence" I)
13. Metaphysics ("Metaphysics" IV.1-2, VI.2, VII.1-3, VII.6-8)
14. Cosmology and theology ("Metaphysics" XII.6-9)
15. Ethics ("Nicomachean Ethics" I.1-7, 13, II.1-6)

Literature



Izbor iz Platonovih i
Aristotelovih djela (zbirka
tekstova)



J. Barnes (1996). Aristotel
(preveo F. Grgić), KruZak:
Zagreb



M. Erler (2008). Platon
(prevela S. Derk), Naklada
Jurčić: Zagreb

Political Communication

45935



Lecturer in Charge



Izv. prof. dr. sc.
Danijel Labaš

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

Teaching assistant
Ivo Lovrić, mr. sc.

Course Description

Political communication is one of the most important elements of the politics, which is itself based on mutual communication of individuals as well as on common knowledge that arise as a result of communication. In contrast to the idea of mass communication, which typically represents a process of targeted one-way flow of information, the concept of political communication, especially in democratic societies, includes also the interrelationship of factors in the political process and the methods and ways of conveying information. The methods of political communication reveal the true identity of a political system. The public space in its role of a place of communication and shaping of public opinion in modern western democracies becomes a sophisticated mechanism of various information transfer. In this context, the media is becoming less an instrument of media policy and more a kind of stock exchange for information and the boundary is lost between the sender and the recipient, and the participants are required to have specific skills at their disposal. Development of media brings changes in the structure of political communication and creates new political priorities.

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 6th semester, 3rd year)

Learning Outcomes

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

1. Define, explain and apply the structure of the political system;
2. State and explain the development of methods of political communication through history;
3. Define, identify and explain the various models of political communication;
4. Define, explain and use various elements of political communication in the context of access (citizen, media policy, public relations), structure (motives, strategies, methods);
5. Define, explain and recognize the consequences of political communication (knowledge, dialogue, manipulation).

General Competencies

Apply knowledge of the basic concepts of communications and journalism related to political communication; Identify and describe the place and role of political communication in society; Reproduce, apply and explain the basic theories of political communication and public opinion; Identify, explain and analyze the situation, innovations, challenges and problems in application and research of political communication and public opinion; define, explain and distinguish the effects of political media, attitudes, knowledge and behavior of the audience;

Grading

Regular and active participation, oral presentation and written term paper.

Week by Week Schedule

1. Public opinion and political communication
2. Political communication in the classics of political thought
3. The public as an arena of political communication: political institutions, the media, citizens
4. Political communication in the context of communication science
5. Democracy, legitimacy and political communication
6. Political processes and communication
7. The role of media in political communication
8. Direct communication and social networks as means of communication
9. Parties in political communication
10. Parliament and the public
11. The role and strategy of the government in political communication
12. Economy, business and lobbying
13. Political communication in the context of intercultural exchange
14. T. Parsons doctrine
15. The role and opportunities of citizens in contemporary processes of political communication

Literature



McNair, Brian (2003). Uvod u političku komunikaciju, Zagreb, Fakultet političkih znanosti



Bauer, Helmut: (1997). Sloboda medija i javno mnijenje, Osijek-Zagreb-Split, Pan Liber



Hättich, Manfred (1996). Temeljni pojmovi političke znanosti, Osijek-Zagreb-Split, Pan Liber

Political Economy

37737



Course Description

To introduce students to the basic categorical apparatus of economic science. In addition to the standard basis of performance of micro and macroeconomics study captures the relationship between economic and political processes, stressing the importance of economic theory for understanding political decision. Special attention is paid to the importance of microeconomics, which has for understanding public policy. Categories such as efficiency and inefficiency of the market, monopoly, externalities, marginal costs, are an integral part of the analysis of public policies in contemporary political science. Likewise, the study of macroeconomic categories such as economic growth, employment, net exports and inflation, it is necessary for understanding the modern rule and governance. Economic policy has become a key dimension of the government's actions, and therefore an indispensable element of sociological studies. The study is based on analysis of the main economic categories, without thorough exposure to the development of theory and methods throughout the history of economic thought. The main objective of the study is to introduce students to the basic concepts of economic and non-mathematics analysis of micro and macroeconomics. The case is essentially similar cases now begun economy or Principles of Economics that are running on the faculties of economics.

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

Course Type

- » Sociology (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (required course, 2nd semester, 1st year)

Learning Outcomes

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

1. Explain the basic categorical apparatus of microeconomics and macroeconomics.
2. Use learned of categories for the purpose of political-economic analysis of the political process.
3. Apply the solution of practical examples in the field of macroeconomics, such as the calculation of the CPI, the rate of productivity, the effect of taxation on inequality in income distribution, use graphs of supply and demand, price elasticity coefficient.
4. Analyze monetary and fiscal policy.
5. Analyze the economic effects of public policies.
6. Distinguish between political elements of economic trends.

General Competencies

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

Use general knowledge about society and social processes. Prepare the information society in a meaningful whole in written and oral form. Explain cause-and-effect relationships among social phenomena. Explain the key structural factors that shape society.

Grading

Students who achieve 10/13 presence at the seminar classes also generate 5% of the results achieved by checking the knowledge (the second colloquium is not counted in attendance). For example, if a student assessment on the first colloquium was 8/10 points, while the second also 8/10, this means that the material is passed with 80 percent success. Assuming that student regularly attended the seminar classes (10 meetings) and produced an essay / book review, student is credited with 10% of the final grade, and instead of a very good (4) The student achieves excellent (5). To pass the exam student needs to collect a minimum of 50% of the test within the framework of each colloquium. Good (3) 60-79%, very good (4) 80-89%, excellent (5) - 90-100%. There is no possibility of correction of exams, or repeat exams in which the student failed to meet the conditions for passing.

Week by Week Schedule

1. The basic principles of economic organization and the types of economic goods, the market and the state in the modern economy
2. Elasticity of demand and supply, demand and consumer behavior
3. Production and cost of production
4. Complete and Incomplete Competition
5. Markets of factors of production and types of income
6. The growth of role of the state in the economy, public choice theory
7. 1. colloquium
8. Taxation and government expenditure; distribution of income and wealth; Public Debt
9. Accounts of the national income and product
10. Consumption and investment; Aggregate Demand
11. Money and Monetary Policy
12. Economic Growth and Aggregate Supply, Unemployment
13. Ensuring price stability, international trade
14. 2. colloquium
15. Survey Evaluation Course

Literature



Samuelson, P. A., Nordhaus, W. D. (2007). Ekonomija, 15. izd.,
Zagreb: Mate

Political Geography

38031

Lecturer in Charge



Izv. prof. dr. sc.
Nenad Pokos

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

Course Description

Getting to know with basic knowledge in geography related to politics.

Course Type

- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective courses, 3rd semester, 2nd year)
- » Sociology (Study) (elective courses (2), 1st semester, 1st year)
- » Sociology (Study) (elective courses (2), 3rd semester, 2nd year)
- » Sociology (Study) (elective courses (2), 5th semester, 3rd year)

Learning Outcomes

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

1. Analyze the political institutions, processes and issues from the perspective of political geography and geopolitics.
2. Differentiate the types of borders on the land and sea.
3. Explain the most important inter-state conflicts and disputes last sixty years.
4. Define the countries according to the type of government.
5. Define the basic geopolitical terms.
6. Define basic geographical concepts.

General Competencies

Understanding the basic characteristics of politics through the processes of creation, development, functioning, and disappearing of political-territorial units (countries) in the world.

associate general knowledge about society and social processes

point out the conflicting opinions and alternative hypotheses in various social issues

point out the contradiction and common features of assumptions different political, religious and cultural orientation

identify cause-and-effect relationships among social phenomena

show the key structural factors that shape society

combine different theoretical assumptions in the study of social phenomena

Grading

Lecture attendance - 10%;

First test - 45%;

Second test - 45%.

Week by Week Schedule

1. Definition of political geography. Belgium
2. Development of political geography. Exclaves and enclaves. Kosovo.
3. Country. Nation. Cyprus.
4. Theories of the creation of a country. Afghanistan.
5. Borders, borders on the land, creation of borders. Northern Ireland.
6. Criteria for demarcation, types of borders. Croatian borders. Territorial dispute between Croatia and Slovenia. Tibet.
7. Borders on the sea, borders of the air space. Israel (Palestine).
8. Test
9. Types of the countries according to the government. North Korea.
10. Capital City. Cuba
11. Dependent areas. Greenland. Gibraltar. Antarctica.
12. Border regions. Electoral geography. Caucasus.
13. International relations. Landlocked countries. Ukraine. Quebec.
14. Geopolitics and geostrategy. Kashmir. Arctic.
15. Geopolitics of the cold war. Vietnam.

Literature



Bilandžić, M. (2005). Sjeverna Irska između rata i mira, Golden Marketing - Tehnička knjiga, Zagreb



Chapman, C. (2002). Čija je obećana zemlja. Izraelsko-palestinski sukob, str. 23-120., STEPress, Zagreb



Cvrtila, V. (2004). Politička geografija i geostrategija (skripta), Fakultet političkih znanosti, Zagreb.



Klemenčić, M. (ur.) Atlas Europe, str. 214-272., Leksikografski zavod Miroslav Krleža, Zagreb

Post-Industrial Society

46283

Lecturer in Charge



Izv. prof. dr. sc.
Krešimir
Peračković

ECTS Credits	7.0
English Level	L1
E-learning Level	L1
Study Hours	30
	30

Teaching assistant

Izv. prof. dr. sc. Krešimir
Peračković

Course Description

Introduce students to the sociological theories of post-industrial society according to D. Bell, A. Touraine, M. Castells and J. Fourastie. Enable students to acquire and apply the theories and basic sociological concepts of post-industrial society. Teach students how to operationalize these concepts using examples of empirical research on changes in social structures that lead to post-industrial society.

Course Type

» Sociology (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Explain theoretical concepts and empirical models of post-industrial society.
2. Explain and evaluate concepts and empirical research on the changes in modern division of labor, socio-economic and socio-professional structure.
3. Evaluate the impact of technology on social change and the importance of an interdisciplinary approach to research these topics.
4. Write research on changes in the socio-professional structure.
5. Analyze the data from the research and interpretation of the results.

General Competencies

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.

Illustrate the social questions in the context of social class, ethnicity, gender, religion, capitalism, individualization, nationalism and globalization.

Grading

Class attendance, participation in discussion, presentation of seminar work, final exam.

Week by Week Schedule

1. Meaning of the concept of post-industrial society

2. Basic sociological concepts from the theory of post-industrial society
3. Socio-historical factors in establishing the post-industrial society
4. Basic features of post-industrial society according to the theory of D. Bell
5. Dimensions of technological change and the "revolution" in the materials
6. A critical approach to the concept of post-industrial society by A. Touraine
7. The theory of M. Castells: informationalism as a developmental form of post-industrial capitalism
8. Company services as a sociological concept
9. Working in the service society: a critical review of postindustrial polarization on socio-professional structure
10. Changes in the socio-professional structure as an empirical indicator of post-industrialization
11. The new division of labor - the micro and macro approaches
12. The negative social consequences of postindustrial change
13. The process of demographic transition and changes in the labor market
14. Feminization of labor as a factor of post-industrial society
15. Croatian society in the post-industrial age - social development or regression?

Literature



Peračković, K. (2010) (Za)što raditi u postindustrijskom društvu? - Promjene u društvenoj podjeli rada na početku 21. stoljeća, Zagreb, Alinea i Institut Ivo Pilar.



Bell, D. (1999) The Coming of Postindustrial Society: A Venture in social Forecasting, New York, Basic Books.



Castells, M. (2000) Uspon umreženog društva, Zagreb, Golden Marketing.



Touraine, A. (1980) Postindustrijsko društvo, Zagreb, Globus.



Fourastie, J. (1968) Civilizacija sutrašnjice, Zagreb, Naprijed.

Practical Ethics [Ethics]

79250



Lecturer in Charge



Izv. prof. dr. sc.
Tomislav
Bracanović

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

Teaching assistant

Izv. prof. dr. sc. Tomislav
Bracanović

Course Description

Course objectives are to provide students with basic knowledge about standard problems of practical (applied) ethics, especially with the utilitarian approach to these problems advocated by Peter Singer in his influential book *Practical Ethics*. Problems to be dealt with in the course are: the foundations of preference utilitarianism, the principle of equal consideration of interests, wrongness of killing in general, moral status of non-human animals, abortion and moral status of embryo and fetus, euthanasia, rich and poor, the refugee issue, protection of environment, means-ends reasoning in ethics, reasons for being moral.

Course Type

» Philosophy (Dual-major studies Study) (elective courses, 5th semester, 3rd year)

Learning Outcomes

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

1. Summarize the central problems of contemporary practical ethics
2. Distinguish questions typical of normative ethics and from questions typical of practical ethics
3. Illustrate unique features of applied ethics and its differences to other branches of ethics and philosophical disciplines
4. Analyze the main features of preference utilitarianism and compare them with features of other approaches to applied ethics

General Competencies

After completing the course, students will be able to:

- (1) explain the importance of ethics and applied ethics for assessing the life-style of contemporary humans and the advances of science;
- (2) recognize the assumptions of applied ethics originating from other philosophical disciplines (e.g. metaphysics, metaethics, political philosophy and philosophy of mind),
- (3) integrate practical models of ethical reasoning into the general philosophical ability of critical thinking.

Grading

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

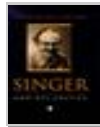
Week by Week Schedule

1. Introductory lecture
2. The basic features of preference utilitarianism
3. The problem of equality and the principle of equal consideration of interests
4. The moral status of non-human animals and speciesism
5. The moral status of non-human animals and speciesism
6. The general wrongness of killing
7. Abortion and moral status of embryo and fetus
8. Test
9. Euthanasia
10. Rich and poor and the moral obligation to help
11. The refugee question
12. Protection of environment
13. Do ends justify means?
14. Why should one be moral?
15. Test

Literature



Peter Singer (2003).
Praktična etika, KruZak,
Zagreb



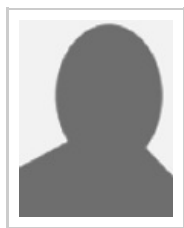
Dale Jamieson (ur.) (1999).
Singer and His Critics,
Blackwell, Oxford

Practicum in Biological Psychology

37803



Lecturer in Charge



Prof. dr. sc.
Zdravko Petanjek

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	15 45

Course Description

The overall objective of the course is to identify morphological and functional organization of the brain in practice, with particular emphasis on structures important in the processing of complex mental functions in humans. Specific objectives are elaborated per lecture subjects.

Course Type

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

Learning Outcomes

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

1. Recognize and identify fundamental parts of the central nervous system, the main morpho-functional division of the cerebral cortex, laminar organization and basic morphological properties of neurons in the human cerebral cortex;
2. Recognize and identify on the map of the human cerebral cortex functional specialization of different areas;
3. Recognize and identify the main structures of the limbic system;
4. Apply their knowledge in practical work using different instruments for brain imaging (MRI, fMRI, PET, MEG, EEG);
5. Use of multimedia web educational materials of the field of neuroscience in the preparation of presentations;
6. Create multimedia presentations with clinical examples that show the correlation between damage / dysfunction of specific brain areas and functional failure;
7. Analyze (basic level - recognition of basic structure) brain imaging records.

General Competencies

3. Explain the biological and neurobiological foundations of psychological processes and behaviour.
4. Identify the characteristics, mechanisms and models of psychological development and evaluate the effects of various biological and social factors on the physical, cognitive, social, and emotional development.
13. Value the basic contents from the complementary social, humanistic and biomedical disciplines.

Grading

Active participation in classes - 10%
 Exercise - 20%
 Two written colloquia - 25%
 Two practical colloquia - 35%
 Oral exam - 10 %

Week by Week Schedule

1. The cell structure of the nervous system: morphological and functional properties of different types of neurons and glial cells. Computer exercise: neuron, synapse, membrane potential, action potential. Neurotransmitters and receptors (metabotropic and ionotropic), routes of synthesis of neurotransmitters, temporal and spatial integration of afferent stimulation on neurons.
2. The general morphology of the central nervous system: spinal cord, brain stem and cerebellum, diencephalon, basal ganglia and the cerebral cortex. Computer simulation of 3D anatomy of the brain: recognition of the fundamental parts of the computer program 3D anatomy of the human brain: spinal cord, brain stem, cerebellum, thalamus, hypothalamus, basal ganglia, cerebral cortex lobes.
3. Morphology of the cerebral cortex: frontal, transverse and sagittal sections. Exercises on cadavers: the external morphology and cross-sections of the central nervous system: spinal cord, brain stem, cerebellum, thalamus, hypothalamus, basal ganglia, cerebral cortex lobes.
4. Functional neuroanatomy of sensory and motor pathways. Parallel, hierarchical and topical organization. Motor and sensory systems: recognition on the schemes: dorsal columns, spinothalamic system, pyramidal and extrapyramidal motor system, visual and auditory pathway, spinal ganglia, endogenous analgesia system, specific thalamic nuclei.
5. Functional neuroanatomy of ascending reticular activating system (ARAS) in the brainstem: raphe nuclei, substantia nigra, ventral tegmental area, locus ceruleus. Exercises on cadavers: the peripheral nervous system, brain and spinal nerves, autonomic nervous system, sympathetic and parasympathetic nervous system, sensory and autonomic ganglia, the spinal nerves, phrenic nerve, wandering nerve, facial nerve, the trigeminal nerve.
6. Functional neuroanatomy of activation system of mediobasal telencephalon: the hypothalamus, basal nucleus of Meynert, amygdala, septal area. Exercise in microscopy: Histological structure of the cortex: differentiation of paleocortex, archicortical layers and neocortex in Nissl preparations. Golgi-stained neurons and other methods of presentation of nerve structures: Weigert, intracellular coloring, immunocytochemical methods.
7. Morpho-functional parts of the pyramidal neuron - afferent and efferent projections, dendritic spikes. Practicum of using slides: cortical connections, Weigert preparation, axonal layers of white matter of telencephalon, display projection with DTI techniques, long and short corticocortical connections, reciprocal thalamocortical connections.
8. Columnar organization of the visual cortex: oculodominant, orientation and metabolic column. The structure of eye and ear: identification of the fundamental parts of the eye (cornea, sclera, choroid, retina, ciliary body, lens, vitreous, pupil and optic nerve) and the ear (outer, middle and inner ear, cochlea, semicircular ducts, auditory and vestibular nerve, ossicles) on the models. Display native preparations of the eye and ear.

9. Homeostatic maintenance: the hypothalamic-pituitary axis, autonomous / endocrine reflexes of the hypothalamus, portal blood flow of the hypothalamus, statins and liberins, adeno-pituitary, neuro-pituitary. Anatomy of of the hypothalamus: identification of the fundamental parts on diagram, the model and the native preparation. The medial and lateral hypothalamus, MFB, preoptic supra-optical region, tuber-infundibular area, mammillotegmental area.
10. Functional properties of the hypothalamus: the role of of the hypothalamus in maintaining biorhythms, sexual orientation, the limbic system. The autonomic nervous system: sympathetic and parasympathetic, sympathetic and parasympathetic ganglia, the hierarchical level of the autonomic nervous system, autonomic structures of the brain stem, the hypothalamus as the main regulator of the autonomic and endocrine systems, identifying on diagram.
11. Papez circuit: the hippocampus, cingulum, mammary body, anterior nucleus of the thalamus, fornix, mammillo-thalamic tract. Anatomy of the limbic system: Papez circuit, the amygdala, the central limbic continuum, medio-basal (septal) area, hypothalamus, hippocampus, fornix, identifying on diagram, the model and the native preparation.
12. Functional properties of the amygdala: role in fear and directing instincts. Histological organization of the limbic system: paleokorteks, archicortex, mesocortex, medio-basal telencephalon, hippocampal formation, identifying on diagram and microscopic appearance.
13. The hippocampus and the neural circuits of learning: the dentate gyrus, perforant path, mossy fibers, Schafer collaterals, CA1 and CA3 area. Anatomy and histology of associative areas of the brain: identifying different associative areas (dorsolateral, orbito-medial, medial-peri-cingulate cortex, parietally area, gyrus angularis and supramarginalis) on diagram, the model and the native preparation. Magno-cellularity - a histology slides.
14. "Cognitive" neurons and "cognitive" neural circuits: role in the development of the highest (and peculiar to human) cognitive functions, and relevance to psychopathology. The morphology of the brain - the visual presentation of magnetic resonance imaging. Recognizing the fundamental structure of the brain on MR image, correlation with histological sections, demonstrations of brain imaging using MR.
15. Imaging the brain functional activity: MEG, PET, functional magnetic resonance, quantitative EEG display, correlation of MR and CT. Display of brain activity - EEG. Demonstration of 64-channel EEG. Multimedia presentation of direct cortical and intracortical EEG recording. Application of EEG in the diagnosis of pathology of epilepsy (multimedia presentation).

Literature



Judaš, M.; Kostović, I. (1997):
Temelji neuroznanosti, web
izdanje, 2001



Petanjek, Z. Funkcionalna
anatomija mozga (ppt web
prezentacija)



SHEME za vježbe

Prehistory and the First Civilisations

93907



Lecturer in Charge



Doc. dr. sc.
Mladen Tomorad

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

Lecturer
Eva Katarina Glazer, dr. sc.

Course Description

Students are introduced with the earliest periods of human history; with the emphasis on prehistoric cultures in Croatia and the earliest cultures of the Near East.

Course Type

- » History (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (required course, 1st semester, 1st year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Outline the most important periods in the history of mankind and define them
2. Interpret historical sources
3. Explain the context of ancient history
4. Reconstruct cause and effect relationship connected with ancient history
5. Compare the processes of development of early statelike formations
6. Identify the most important persons from ancient history
7. Write an essay on most important cultural achievements in ancient history
8. Compare mythology and religion of ancient civilizations

General Competencies

After finishing the programme student will be able to: define historical processes typical for certain historical period; summarize basic information of the Croatian and the World history; compile a list of literature for ancient history; describe historical processes; explain cause and effect relations of historical events and processes; compare historical processes of different periods; interpret historical sources; appraise the value of historiographic interpretations.

Grading

Student activity will be monitored throughout the entire semester. Attendance is mandatory. The final exam is written and oral.

Week by Week Schedule

1. Introduction to subject
2. Material and written historical sources and dating methods. Evolution.
3. Paleolithic and mesolithic.
4. Neolithic.
5. Eneolithic. Bronze Age. Indoeuropean migration.
6. Late Bronze Age and Iron Age in Croatia. First contact with Greek culture
7. Early history of the Near East. Halaf and el Obaid culture.
8. Uruk era.
9. Third dynasty of Ur.
10. Old Assyrian period. Old Babylonian period.
11. Hittites. Phoenicians.
12. Sea People. Philistines.
13. Neo - Assyrian empire.
14. Israel. Neo - Babylonian Empire.
15. Concluding remarks / guest lecture

Literature



Pritchard (ur.); Goldstein (priredio) (1990). Biblijski atlas the Times, Cankarjeva založba, Ljubljana



Dimitrijević et al. (1998). Prapovijest, Naprijed, Zagreb



Herodot (2007). Povijest, Matica hrvatska, Zagreb



Kuhrt, A. (2007). The Ancient Near East c. 3000-330 BC, I-II, Routledge, London

Proofreading and Editing

45869



Lecturer in Charge



Prof. dr. sc.
Branka Tafra

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant
Mislav Kovačić

Prerequisites
Physical Education and
Sports I

Course Description

The aim of this course is for the students to implement their knowledge of orthographic and linguistic norms of Croatian standard language acquired during their studies by making an assessment of diverse texts, to gain practical experience in editorial and proofreading activities and to learn what they can edit in a text and how they can do it so the given text complies to the norms of the Croatian standard language. With constant practice during classes and doing their homework assignments, students will gain the basis for editing and proofreading, and also learn how to constantly improve their techniques. There will be at least one opportunity to talk with an editing professional.

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective courses, 3rd semester, 2nd year)
- » Croatian Studies (Study) (elective courses, 5th semester, 3rd year)

Learning Outcomes

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

1. Differentiate the following concepts: linguistic accuracy, standard and usage, functional styles;
2. Distinguish the concepts of editing, proofreading and revision;
3. Describe and utilize linguistic tools;
4. Analyze and edit a text on paper;
5. Analyze and proofread a text of the paper;
6. Analyze and proofread a text on a computer;
7. Analyze and edit a text on a computer;
8. Outline and observe punctuation and grammar errors in public communication;

General Competencies

Broaden the conversance of the mother tongue and practically apply the knowledge on a text.

Grading

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

Week by Week Schedule

1. What is a proofreader, an editor and a reviser?
2. Editing symbols and editing on paper
3. Orthography and the linguistic norm of Croatian language
4. Normative handbooks and differences between them
5. Orthographic issues outside the handbooks of Croatian orthography
6. Principles of compiling bibliographies
7. Units of measurement, mathematical and logical symbols
8. Workshop and test
9. Foreign proper names and their derivatives
10. Proofreading hassle with adjectives
11. Proofreading hassle with numeral words
12. Correcting a text on a computer
13. Analysis of proofread texts
14. Editing a text and various text formats
15. Workshop and test

Literature



Babić-Finka-Moguš (1995). Hrvatski pravopis, Zagreb: Školska knjiga



Badurina-Marković-Mičanović (2008). Hrvatski pravopis, Matica hrvatska



Hrvatski pravopis, Institut za hrvatski jezik i jezikoslovlje, <http://pravopis.hr/>



M. Kovačević (1998). Hrvatski jezik između norme i stila, str. 41-80., Nakladni zavod Globus, Zagreb



E. Barić i dr. (1999). Hrvatski jezični savjetnik, Školska knjiga, Zagreb

Psychological Measurement

38647

Lecturer in Charge



Doc. dr. sc.
Maja Vurnek
Živković

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

Course Description

Main objective of this course is introducing students to basics of psychological measurement: definition and basic concepts, and short overview of psychological constructs and their measurement.

Course Type

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

Learning Outcomes

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

1. Explain what is a psychological test and understand ethical implications of psychological testing
2. Identify scaling techniques, be able to analyse their advantages and flaws
3. Explain basic metric characteristics of psychological tests and their relationship
4. Use independently computer programmes for data analysis
5. Recognize basic psychological constructs and tests that measure them
6. Evaluate psychological instruments

General Competencies

Analyze the assumptions and apply consistent methodological and statistical knowledge for the purpose of answering specific research questions and establish the advantages and limitations of different research methods and statistical methods in psychology and related disciplines.

Critically assess scientific insights for the purpose of generating research hypotheses and support the scientific approach to the acquisition of knowledge.

Grading

Student's work is continuously evaluated, they earn points for attendance, active participation, homework and knowledge testing. Grade is given based on all aspects of work. In case of failure in tests student can approach written examination that covers the same area..

Week by Week Schedule

- I. Introduction

2. History of psychological testing
3. Psychological test
4. Test tasks
5. Test results
6. Five metric characteristics: reliability, calibration
7. Five metric characteristics: reliability, calibration
8. 1st preliminary exam
9. Personality assesment
10. Interests assesment
11. Values assesment
12. Tests of intelligence
13. Tests of creativity
14. Measuring school and work performance
15. 2nd preliminary exam

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.

Psychology of Addiction

51161



Lecturers in Charge



Prof. dr. sc.
Slavko Sakoman



Doc. dr. sc.
Renata Glavak
Tkalić

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

Course Description

To acquaint the students with contemporary knowledge about the complex phenomenon of substance abuse and addiction, required to participate in the organization of prevention programs for youth; and also conducting diagnostics, participation in treatment, and the immediate implementation of individual and family counseling.

Course Type

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

Learning Outcomes

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

1. Define substance abuse and addiction
2. Differentiate and describe the basic notions related to addiction
3. Classify different drugs into categories
4. Describe the effects of different types of drugs on psychological functions
5. Explain different factors that influence drug abuse and addiction
6. Analyze the consequences of substance abuse and addiction
7. Argue different approaches to the addiction treatment
8. Analyze different types of addiction prevention programs

General Competencies

Identify the characteristics, mechanisms and models of psychological development and evaluate the effects of various biological and social factors on the physical, cognitive, social, and emotional development.

Value the basic contents from the complementary social, humanistic and biomedical disciplines.

Explain the biological and neurobiological foundations of psychological processes and behaviour.

Grading

Participation in class - 10%;

Seminar essay - 10%;

First test - 40%;

Second test - 40%.

If a student does not take tests or achieve unsatisfactory result on one or both tests, student will take written exam that corresponds the tests by its scope, content and the ECTS.

Week by Week Schedule

1. Social factors that influence the supply and demand of psychoactive substances.
2. Family factors and the risk of drug abuse and addiction.
3. Influence of individual psycho-biological disposition to the risk of drug abuse and development of addiction.
4. Development of addiction from the initial experimental use to the development of severe brain disease.
5. Types of drugs, mechanisms of action on the central nervous system, clinical presentation of addiction.
6. Effect of different drugs on human psychological functions.
7. Consequences of substance abuse (individual, family, social).
8. Substance abuse prevention strategies.
9. Social programs aimed at reducing drug demand (school and after school prevention programs, secondary prevention, treatment and rehabilitation of addicts).
10. Social programs aimed at reducing the supply (availability) of drugs. Specifics of drug-related crime and the role of repression quality in the protection of youth and society from drug abuse.
11. Alcohol abuse, alcoholism and its consequences, prevention of alcoholism.
12. Tobacco smoking, its consequences, prevention of smoking.
13. Non-chemical addictions (gambling etc.).
14. Complex addiction treatment.
15. Individual and family counseling.

Literature



Sakoman, S. (2008). Društvo bez droge? Zagreb: Biblioteka Studije.



Sakoman, S. (2002). Obitelj i prevencija ovisnosti. Zagreb: SysPrint.



Sakoman, S. (2008), Suvremeni pristup liječenju opijatske ovisnosti. Priručnik.



Sakoman, S. (2008) Školski program prevencije ovisnosti. Priručnik.



Sakoman, S. (1995). Doktore, je li istina da trava čisti pluća? Zagreb: SysPrint.

Psychology of Adulthood and Aging

38640

Lecturer in Charge



Prof. dr. sc.
Jasminka Despot
Lučanin

ECTS Credits	5.0
English Level	L1
E-learning Level	L2
Study Hours	30
	15

Teaching assistant
Ivana Hanzec

Course Description

The aim of the course is to introduce students to the knowledge on physical, cognitive, emotional, and social development in early, middle, and late adulthood from the lifespan developmental perspective. Through the course, the students will be acquainted with different theoretical approaches to the development in adulthood and ageing, different factors that affect adult development, and research methodology in the field. Students will also acquire knowledge on developmental problems in adulthood and ageing. This course should enlarge the knowledge of students on developmental changes in adulthood and ageing, and consequently offer them the opportunity to develop and enlarge their own professional attitudes and skills.

Course Type

» Psychology (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Define characteristics of physical, cognitive, emotional, and social development in early, middle, and late adulthood.
2. Differentiate specific research methodology in developmental psychology in relation to the research in other fields of psychology.
3. Explain research results in the adulthood and ageing psychology in accordance with knowledge in developmental psychology.
4. Relate adulthood development theories to the previously acquired knowledge of developmental psychology theories.
5. Compare developmental tasks in early, middle, and late adulthood.
6. Apply the acquired knowledge of the adulthood and ageing psychology in research, and in professional task demonstration.
7. Explain, individually and in teamwork, theoretical and research findings of the adulthood and ageing psychology

General Competencies

1. Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.
4. Identify the characteristics, mechanisms and models of psychological development and evaluate the effects of various biological and social factors on the physical, cognitive, social, and emotional development.
5. Compare theoretical approaches to the study of individual differences.
16. Organize and present professional and scientific reports based on empirical data using scientific literature and demonstrating respect for international standards, independently or in a team.

Grading

Students' achievement is continually evaluated through certain activities. A student can achieve a maximum of 100 points according to following arrangement: 5 points for regular class attendance, 10 points for individual seminar task presentation, 5 points for group task presentation, and 80 points (two times 40) for mid and end term tests OR written exam. Points are turned into final grade as follows: 60-69% - pass (2); 70-79% - good (3); 80-89% - very good (4); 90-100% - excellent (2).

Week by Week Schedule

1. The lifespan developmental psychology, stages of development, the life-cycle concept, the ageing process.
2. History of research in adulthood development, theories of adulthood development.
3. Research methods in adulthood development, variables in development research, research designs, problems in researching adult persons.
4. Physical and cognitive development in early adulthood: biological ageing, physical changes and health; post-formal stage, changes in the structure of thought, expertise and creativity.
5. Emotional and social development in early adulthood: Erikson's theory, and Levinson's theory, and Neugarten's social clock.
6. Emotional and social development in early adulthood: Vocational choice and career development, close relationships, romantic love, marriage, parenthood, family life-cycle, diversity of adult lifestyles.
7. Physical and cognitive development in middle adulthood: Physical changes and health, adapting to physical changes; changes in mental abilities, information processing, applying cognitive abilities - expertise. Emotional and social development: Erikson's theory, and Levinson's theory, mid-life crisis, stability and change in self-concept and personality.
8. Emotional and social development in middle adulthood: Close relationships, family, becoming grandparents, siblings, career.
9. Physical and cognitive development in late adulthood: Life expectancy, physical changes and health, cognitive abilities - intelligence, memory, learning, wisdom; dementia; cognitive interventions.
10. Emotional and social development in late adulthood: Erikson's theory, and Levinson's theory, and Baltes's theory, stability and change in self-concept and personality, reminiscence.
11. Emotional and social development in late adulthood: Individual differences in psychological well-being, changing social world, relationships with others, retirement, successful ageing.
12. Death, dying and bereavement: Understanding of and attitudes toward death, thinking and emotions of dying people, the right to die, bereavement process.

13. Life expectancy of students (questionnaire application, and response analysis); Students' beliefs about ageing (quizz on ageing myths and response analysis).
14. Life-review or looking back (semi-structured interview with an elderly person).
15. Visit to a retirement home.

Literature



Berk, L. E. (2008).
Psihologija cjeloživotnog
razvoja. Jastrebarsko:
Naklada Slap. (poglavlja 1,
13-19)



Schaie, K.W. , Willis, S.L.
(2001). Psihologija odrasle
dobi i starenja. Jastrebarsko:
Naklada Slap. (poglavlja 1-
5)



Despot Lučanin, J. (2003).
Iskustvo starenja: Doprinos
teoriji starenja. Jastrebarsko:
Naklada Slap. (poglavlja 1, 2
i 10) G

Psychology of Childhood and Adolescence

37809

Lecturer in Charge



Prof. dr. sc.
Zora Raboteg-
Šarić

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

Teaching assistant

Prof. dr. sc. Zora Raboteg-
Šarić

Course Description

After completing the course and passing the exam, students will understand the principles of human development and know the changes in the physical, cognitive, social and emotional development and personality development in early childhood, middle and late childhood and adolescence. Students will acquire skills that enable them to distinguish between typical development and developmental problems in children and adolescents and to identify developmental risk and protective factors at the individual, family, peer group and the wider social environment levels. Based on this knowledge, through individual work, seminars and group discussions, students will acquire the skills to plan activities to promote positive behaviour and prevent undesirable behaviour in children and youth.

Course Type

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

Learning Outcomes

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

1. Describe developmental changes in the physical, cognitive and socio-emotional development during early, middle and late childhood and adolescence;
2. Explain the mechanisms and processes underlying the changes in abilities, perceptions and behaviours during childhood and adolescence;
3. Choose appropriate approaches and methods to evaluate various skills, behaviours and attitudes in children and adolescents;
4. Compare normative development, individual differences in development and developmental problems in the physical, cognitive and socio-emotional development in childhood and adolescence;
5. Predict and evaluate the effects of biological changes, parents, family, peers, school and the wider community on the physical, cognitive and socio-emotional development in childhood and adolescence;
6. Identify developmental risk and protective factors, the problems and difficulties that can occur in children and adolescents and their causes and consequences;
7. Evaluate and recommend interventions at individual, family, school and society aimed at addressing the problems and difficulties in the development and the promotion of optimal development in childhood and adolescence.

General Competencies

Identify the characteristics, mechanisms and models of psychological development and evaluate the effects of various biological and social factors on the physical, cognitive, social, and emotional development.

Organize and present professional and scientific reports based on empirical data using scientific literature and demonstrating respect for international standards, independently or in a team.

Grading

Seminar paper is graded during the semester and it contributes 15% to the final grade. Students' performance on two written exams during the first and the second half of the semester or one final written exam contributes 85% to the final grade. Students who successfully pass two exams during the semester are not required to take the final exam. Students who do not wish to take two exams during the semester, as well as those students who are not satisfied with their achievement on these exams, are required to take the final written exam. The scope, the content and the corresponding ECTS points of the final exam meet the requirements of two exams conducted during the semester. Minimum achievement for a passing grade is 50% of the maximum number of grade points. The final grade is calculated based on points earned/total points possible for exams and seminar paper, as follows: 50% to 61% - sufficient, 62% to 74% - good, 75% to 87% - very good, 88% to 100% - excellent.

Week by Week Schedule

1. Early childhood: Cognitive development (Pre-operational Stage of cognitive development, memory) and socio-emotional development (children's fears, relationships with peers, play).
2. Early childhood: Gender roles (development and understanding of gender roles, gender stereotyping, gender identity, androgyny).
3. Early childhood: Family relationships (relationships with siblings, parental child-rearing practices and children's socio-emotional development).
4. Middle and late childhood: Physical and cognitive development (Concrete Operational Stage of cognitive development, memory, cognitive style, the development of person perception).
5. Middle and late childhood: Measuring intelligence, children in schools, learning difficulties, extremes in intelligence.
6. Middle and late childhood: The development of self-concept, moral development (Piaget's theory).
7. Middle and late childhood: Kohlberg's theory of moral development.
8. Middle and late childhood: Aggressive and prosocial behaviour.
9. Middle and late childhood: Relationships with peers.
10. Adolescence: Introduction to adolescence, biological and physical development, cognitive development.
11. The social context of adolescence: The family.
12. The social context of adolescence: Peers, leisure and work.
13. Adolescence: Changes in self-concept.
14. Adolescence: Identity formation.
15. Risk and protective factors of development, problems in adolescence.

Literature



Raboteg-Šarić, Z. (2008). Psihologija djetinjstva i adolescencije. Skripta za studente. Zagreb: Hrvatski studiji.



Lacković-Grgin, K. (2006). Psihologija adolescencije. Jastrebarsko: Naklada Slap.



Santrock, J. W. (2005). Children. New York: McGraw-Hill.



Steinberg, L. (2002). Adolescence. New York: McGraw-Hill.



Vasta, R., Haith, M. M., Miller, S. A. (2004). Dječja psihologija: moderna znanost. Jastrebarsko: Naklada Slap.

Psychology of Communication

79402

Lecturer in Charge



Prof. dr. sc.
Jasminka Despot
Lučanin

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

Course Description

The aim of the course is to introduce students to the theory and practice of communication skills, and train them to be able to analyze communication skills and abilities of people in different situations. Student will also acquire the skills to improve communication, which should enable them to plan or suggest adequate approach to a specific communication problem and its resolution.

Course Type

- » Psychology (Study) (elective courses, 2nd semester, 1st year)
- » Psychology (Study) (elective courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Describe the forms of interpersonal communication, communication skills and abilities.
2. Differentiate the forms of communication with regards to its goal: information or therapeutic.
3. Define the characteristics of communication with regards to the interpersonal relationship - family, friendship, partnership, business.
4. Explain the characteristics of communication in a helping relationship.
5. Identify the specific communication problems.
6. Plan for the strategy in resolving a specific communication problem.
7. Select communication skills useful in groupwork, negotiations and teamwork.

General Competencies

6. Classify basic theoretical approaches and principles of psychological assessment and counselling in various areas of applied psychology.
8. Integrate the knowledge of cultural differences and critically assess the general principles, standards of good practice and work which demonstrates respect for diversity in a professional manner.
14. Support interdisciplinarity, establishing and maintaining relationships with other professionals, as well as relevant organizations.
17. Devise appropriate forms of communication and cooperation in various professional environments.

Grading

Students' achievement is continually evaluated through certain activities. A student can achieve a maximum of 50 points according to following arrangement: 5 points for regular class attendance, 5 points for group task presentation, and 40 points (two times 20) for mid and end term tests OR written exam. Points are turned into final grade as follows: 30-34 points = pass (2); 35-40 points = good (3); 41-46 points = very good (4); 47-50 points = excellent (5).

Week by Week Schedule

1. Introduction to communication skills: Social interaction and communication.
2. Nonverbal communication: Forms, functions.
3. Verbal communication: The rules of conversation.
4. Communication skills and abilities: Openness, kindness, avoidance of stereotypes and prejudices.
5. Communication skills and abilities: Active listening, empathy, assertiveness.
6. Information communication: Interview, asking questions.
7. Therapeutic communication: Aims and objectives, the course of communication.
8. Communication in conflicts: Forms of conflicts, outcomes, resolving skills.
9. Communication with persons with communication limitations: Cognitive impairments, emotional and mental problems, sensory impairments.
10. Communication with persons of different age: Children, adolescents, elderly persons.
11. Communication with family: Principles, functions, approaches.
12. Communication skills in teamwork: Presumptions, communication styles.
13. Business Communication: Meetings, decision making, negotiating.
14. Communication in groups: Processes and barriers.
15. Strategy planning in resolving a specific communication problem.

Literature



Lučanin, D., Despot Lučanin, J. (ur.) (2010). Komunikacijske vještine u zdravstvu. Jastrebarsko: Naklada Slap.

Psychology of Learning

38843

Lecturers in Charge



Doc. dr. sc.
Nina Pavlin
Bernardić



Doc. dr. sc.
Andrea Vranić

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

Teaching assistants

Doc. dr. sc. Nina Pavlin
Bernardić

Doc. dr. sc. Andrea Vranić

Course Description

The aim of the course is to provide students with an overview of the types, theories and basic principles of human learning. To compare human learning with that of animals and machines. To integrate findings of applied research on learning within the context of one of the three main approaches to the study of learning: behaviorism, cognitive learning and social learning. Upon course completion, students will be familiar with different types of learning and will be able to recognize their application in everyday life.

Course Type

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

Learning Outcomes

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

1. Explain the basic principles of human learning.
2. Identify and describe main approaches to human learning.
3. Compare the principles of learning in humans, machines and animals.
4. Apply knowledge of the basic principles of learning to specific learning situations in everyday life.
5. Discuss the contribution of the various individual characteristics to the success of the learning process.

General Competencies

1. Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.
2. Integrate the knowledge of the fundamental psychological processes and characteristics (perception, memory, learning, motivation, emotions, personality, and social behaviour).
9. Evaluate scientific knowledge for the purpose of generating research hypotheses and support the scientific approach to the acquirement of knowledge.

Grading

Regular attendance - 10%;

Seminar - 20%;

Two tests or final exam - 70%.

Week by Week Schedule

1. Introduction to the course
2. Behaviorism: Classical conditioning
3. Behaviorism: Instrumental conditioning
4. Cognitive learning theory
5. Social learning theory
6. Elaboration of research drafts from the area of psychology of learning
7. Test for students
8. Learning in a natural context
9. The impact of intelligence and cognitive styles on learning and memory
10. Machine learning
11. Learning strategies
12. Learning difficulties
13. Metacognition
14. Elaboration of research drafts from the area of applied psychology of learning
15. Test for students

Literature



Zarevski, P. (1997, 2001).
Psihologija pamćenja i
učenja. (str. 115-188.)
Jastrebarsko: Naklada Slap.



Vizek-Vidović, V., Rijavec,
M., Vlahović-Štetić, V. i
Miljković, D. (2003).
Psihologija obrazovanja
(Poglavlje 3 Teorijski
pristupi učenju i njihova
primjena, str. 141-201).
Zagreb: IEP-VERN.

Psychology of Memory

37804



Lecturer in Charge



Doc. dr. sc.
Andrea Vranić

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

Teaching assistant
Doc. dr. sc. Andrea Vranić

Course Description

The objective of the course is to introduce students to the principles and mechanisms supporting human memory and theoretical underpinnings of different memory systems. Finishing the course will enable students to understand and analyze basic methodologies in the psychology of memory, to compare different research traditions, and differentiate normative and pathological memory processes. By applying basic memory principles and mnemonics students will be able to plan and design adequate procedures for memory improvement.

Course Type

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

Learning Outcomes

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

1. Describe basic component processes involved in the process of memory.
2. List and compare different memory systems in terms of the information stored and mechanisms enabling the workings of each system.
3. Identify factors related to memory efficacy.
4. Differentiate between normal and pathological process in memory systems.
5. Apply the knowledge of memory systems with the aim of improving one's memory.

Grading

Regular attendance - 10%;
Seminar - 20%;
Two tests or final exam - 70%.

Week by Week Schedule

1. The history of memory research and early research tradition. Experimental approach to memory research.
2. Categorization of memory research. Sensory memory. Short-term memory. Long-term memory.
3. Working memory.
4. Memory component processes encoding, storing and retrieval. Principles of memory organization.

5. Reading week and colloquium.
6. Forgetting theories and fundamental findings. The importance of forgetting.
7. Memory failures. Adaptive role of everyday memory failures.
8. Memory deficits. Categorization and basic symptoms.
9. False memory. Eye-witness testimony.
10. Metamemory.
11. Emotional and motivational variables as a function of memory self-assessment.
12. Everyday memory.
13. Autobiographical memory. Prospective memory.
14. Memory improvement.
15. Reading week and colloquium.

Literature



Vranić, A. (2009). Kako se ono zove onaj Nijemac? Vrste i poremećaji pamćenja. U D. Čorkalo-Biruški (ur.), *Primijenjena psihologija: Pitanja i odgovori* (str. 143-162), Zagreb: Školska knjiga.



Vranić, A., Tonković, M. (2012). (ur.) *Lažna sjećanja: Izvještaj 21. Ljetne psihologijske škole*. Zagreb: FF Press.



Zarevski, P. (1995). *Psihologija pamćenja i učenja*. (str.13-115.; 173-188.; 193-217.) Jastrebarsko: Naklada Slap.

Psychology of Management

52976



Lecturer in Charge



Izv. prof. dr. sc.
Josip Burušić

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

Course Description

Course Type

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

Learning Outcomes

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

1. Describe and define the most important concepts in the psychology of management.
2. Describe the most important, basic, knowledge of contemporary psychology used to explain the most important issues in the psychology of management.
3. Compare the research within the field of psychology of management with other psychology research areas
4. Develop awareness of the importance of continuous improvement of their own knowledge in the field of psychology of management.

General Competencies

Compare theoretical approaches to the study of individual differences.

Value the basic contents from the complementary social, humanistic and biomedical disciplines.

Devise appropriate forms of communication and cooperation in various professional environments.

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 of individual student activities. The maximum number of points that a student can achieve in certain activities is related to degree of student loading and include participation (arrivals + activities), midterm and critical readings.

Week by Week Schedule

1. Introduction to Psychology Management: Introduction to the Syllabus.

2. The foundation of management as a scientific discipline: approaches to defining management as fields.
3. Approaches to understanding and describing a manager's job.
4. Styles and theories of leadership.
5. Managing the behavior of individuals in the organization: the question of individual differences.
6. Managing the behavior of individuals in the organization: communication, conflict and negotiation.
7. Management of group behavior in the organization: teamwork, leadership and power.
8. Managing the behavior of individuals and groups in the organization: innovation, organizational change and stress in the organizational environment.
9. Characteristics of a successful communicator: preparation for group presentations.
10. Midterm.
11. How Leaders Create and Use Networks. Leading Clever People.
12. Individual and Organizational Learning. Political Correctness in Organisation.
13. Stress and 'burnout' in the workplace. The nature and causes of bullying at work.
14. Analysis and evaluation of group discussion.
15. Final lecture: analysis and evaluation of the subject.

Literature



Robbins, P. S. (1995). Bitni elementi organizacijskog ponašanja, Zagreb: Mate.

Psychology of Religiosity

52975

Lecturer in Charge



Prof. dr. sc.
Ilija Živković

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

Course Description

The main objective is to introduce the students to the branch of psychology of religiosity and with everything that this branch explores, as well as with the phenomena of religiosity which are dealt with in psychology and psychiatry.

Course Type

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

Learning Outcomes

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

1. Recognize that religion is an important topic of psychological research,
2. Summarize modern neurology and neuro-psychology daily provide evidence that the human being is genetically predetermined for religiosity,
3. Explain certain psychological phenomena of religion,
4. Explain the importance of religious sentiments in social communication,
5. Assemble that religious development significantly affects the development of identity,
6. Explain the importance of religion in mental health,
7. Explain the psychopathological forms of religiosity.

General Competencies

Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.

Identify the characteristics, mechanisms and models of psychological development and evaluate the effects of various biological and social factors on the physical, cognitive, social, and emotional development.

Value the basic contents from the complementary social, humanistic and biomedical disciplines.

Grading

100 % written exam.

Week by Week Schedule

1. The place of religiosity in the contemporary sociological, biological and psychological theories (the relationship between religiosity and modern science).
2. Opening assumptions of the psychology of religiosity (what religion encompasses, what may be subject to psychological research, review of the main religions of the world, contents, cults, concepts).
3. The historical heritage of the psychology of religiosity (the first research interests of Hall, Starbuck, James, Freud, Jung, Fromm, Erikson, Piaget, Skinner, Allport, Maslow, Rolo May, Frankl, Kostović, Živković).
4. Religiosity in the psychological systems of Freud, Jung, Allport and Frankl.
5. Psychological phenomena of religion (prayer, mystical experiences, possession, apparitions, conversion, altruistic behavior).
6. Religion and mental health (religiosity as therapy, the importance of confession, freedom from anxiety, ability of self-control, personal integrity).
7. Psychological dimensions of the religiosity of children, young adults and adults (the characteristics of children's religiosity, Goldman and Fowler's theory of religious development, the characteristics of young adult religiosity (Piaget) and the importance of religion in adulthood).
8. Mature as opposed to immature religiosity (the analysis and studies of Allport about the intrinsic and extrinsic religiosity).
9. Mature as opposed to immature religiosity (the analysis and studies of Allport about the intrinsic and extrinsic religiosity).
10. The development of conscience in psychology (conscience is examined from a psychological and theological point of view).
11. The development of conscience in psychology (conscience is examined from a psychological and theological point of view).
12. Religious identity in different cultures (analysis of current research on the views of young people on religiosity).
13. Religious identity in different cultures (analysis of current research on the views of young people on religiosity).
14. Psychopathological forms of religiosity (analysis of the so-called ekklesiogene neuroses).
15. Psychopathological forms of religiosity (analysis of the so-called ekklesiogene neuroses).

Literature



Šimun Šito Ćorić (1997)
"Psihologija religioznosti",
Naklada Slap, Jastrebarsko.



Moji objavljeni radovi iz
područja Psih. religioznosti.

Psychology of the Gifted

38650

Lecturer in Charge



Doc. dr. sc.
Nina Pavlin
Bernardić

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

Course Description

The aim of the course is to provide students with the overview of the most important theories of giftedness and talent and defining phenomena and processes of giftedness. The aim is to introduce students to the basic approaches and problems in assessing talent and high abilities, specific characteristics and special needs of gifted individuals and different approaches to their education.

Course Type

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

Learning Outcomes

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

1. Name and explain the stereotypes, prejudices and myths about gifted individuals.
2. Explain the definitions and theoretical approaches to giftedness and to compare the differences and similarities between them.
3. Explain the cognitive characteristics of gifted individuals and personality components that contribute to the realization of giftedness.
4. Explain the process of identification of gifted students
5. Explain and compare different approaches to education of gifted students.
6. Explain specific characteristics of the education of gifted students with special needs.

General Competencies

1. Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.
2. Integrate the knowledge of the fundamental psychological processes and characteristics (perception, memory, learning, motivation, emotions, personality, and social behaviour).

Grading

During the course, activities are scored as follows:

Report - 10 points

Two tests or written exam - 90 points

Students can choose whether to take two shorter tests during the course or a written exam at the end of the course.

Grade is determined as follows:

1 - up to 60 points

2 - 61 to 70 points

3 - 71 to 80 points

4 - 81 to 90 points

5 - 91 or more points

Week by Week Schedule

1. Introduction to the course
2. Stereotypes, prejudices and myths about gifted children
3. Theoretical approaches and definitions of giftedness
4. Cognitive characteristics of gifted individuals
5. Components of personality that contribute to the realization of giftedness
6. Various forms of giftedness
7. Creativity as a component of giftedness
8. Identification of gifted students
9. Education of gifted students: acceleration
10. Education of gifted students: enrichment of the program
11. Education of gifted students: grouping students of similar abilities
12. Special groups of gifted students: gifted with special needs S
13. Special groups of gifted students: gifted who underachieve in school
14. Special groups of gifted children: ethnic minorities
15. Test for students

Literature



Vlahović-Štetić, V. (ur) (2008). Daroviti učenici: Teorijski pristup i primjena u školi (Drugo dopunjeno i izmijenjeno izdanje). Zagreb: Institut za društvena istraživanja u Zagrebu.



Cvetković-Lay, J. (2002). Darovito je, što ću sa sobom?, Priručnik za obitelj, vrtić i školu. Zagreb: Alinea i Centar za poticanje darovitosti djeteta «Bistrić».



Cvetković-Lay, J i Pečjak V. (2004). Možeš i drukčije Priručnik s vježbama za poticanje kreativnog mišljenja. Zagreb: Alinea i Centar za poticanje darovitosti djeteta «Bistrić».



Cvetković-Lay J., Sekulić Majurec A. (2008). Darovito je, što ću s njim?, Priručnik za odgoj i obrazovanje darovite djece predškolske dobi, drugo izmijenjeno i dopunjeno izdanje. Zagreb: Alinea i Centar za poticanje darovitosti djeteta «Bistrić».



Čudina- Obradović M. (1990). Nadarenost, razumijevanje, prepoznavanje, razvijanje, Zagreb: Školska knjiga.

Public Relations in Culture and Sports

117217



Lecturer in Charge



Doc. dr. sc.
Jelena Jurišić

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

Teaching assistant
Duje Bonacci, mr. sc.

Course Description

The aim of the course is to enable the students to acquire practical tools and skills for planning and performing public relations activities in different types of projects and organizations, with particular emphasis on the projects in the fields of culture and sports.

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 6th semester, 3rd year)

Learning Outcomes

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

1. Indicate, define and apply basic concepts of PR in culture and sports.
2. List, describe and apply the tools of public relations which are applicable to the projects in the field of culture and sports.
3. List, describe and apply the tools of public relations which are applicable to the projects in the field of culture and sports.
4. Demonstrate the ability to develop a public relations activity plan for a concrete project in the field of culture and sports, on the basis of the business analysis.
5. Demonstrate the ability to effectively and independently carry out practical tasks and prepare a research paper in a team.

General Competencies

Apply the knowledge of the basic concepts of public relations, primarily those associated with PR in culture and sports.

Define, explain and critically analyze the characteristics of public relations in culture and sports.

Apply the acquired public relations skills and techniques.

Work effectively independently and in a team.

Grading

50% seminar assignment, 50% preliminary exam / final exam.

Week by Week Schedule

1. Public relations in culture, examples;
2. Specific characteristics of PR tools in culture;
3. SWOT analysis;
4. SWOT analysis;
5. Analysis of PR activities of cultural institutions;
6. Public relations in sports;
7. Preliminary exam 1;
8. Specific characteristics of PR tools in sports;
9. Analysis of PR activities of sports institutions;
10. Analysis of PR activities of sports institutions;
11. Devising a concrete activity plan for PR in culture or sports;
12. Devising a concrete activity plan for PR in culture or sports;
13. Presenting students' seminar assignments;
14. Presenting students' seminar assignments;
15. Preliminary exam 2.

Literature



Golob B. (2009). Inovacija od ideje do tržišta, Dragon d.o.o, Rijeka



Novak I. (2006). Sportski marketing i industrija sporta, Mailing d.o.o., Zagreb



Materijali s predavanja

Qualitative Methods

86411



Lecturer in Charge



Doc. dr. sc.
Tihana Brkljačić

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

Teaching assistant
Sanja Budimir, dr. sc.

Course Description

To introduce students to qualitative methods in psychological research, specific characteristics of qualitative methods compared to quantitative methods. To enable students to prepare, conduct and analyze qualitative research.

Course Type

» Psychology (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Distinguish qualitative and quantitative method.
2. Apply specific qualitative method for a particular research.
3. Apply content analysis method.
4. Apply focus-group method.
5. Apply in-depth interview method.
6. Apply case study method.
7. Describe projective techniques.
8. Write an article on the basis of qualitative research.

General Competencies

Critically evaluate scientific knowledge for the purpose of generating research hypotheses and support the scientific approach to the acquirement of knowledge. Critically evaluate scientific and professional papers in the field of humanities, social sciences and biomedicine.

Analyze the assumptions and apply appropriate methodological and statistical knowledge for the purpose of answering specific research questions, as well as identify the advantages and limitations of different research methods and statistical methods in psychology and related disciplines.

Grading

Seminars 2x25;
Exercises 20;
Project 30.

Week by Week Schedule

1. Introduction to qualitative methods: Features and relevance of qualitative approach.
2. Areas and reasons for qualitative methods.
3. Introspection: theoretical, historical and scientific value. Example and analysis.
4. Content analysis: function, preparation and application
5. Content analysis: result analysis, writing a report
6. In-depth-interview: function, preparation and application
7. In-depth-interview: result analysis, writing a report
8. Focus groups: function, preparation and application
9. Focus groups: result analysis, writing a report
10. Projective techniques in qualitative research
11. Computer programs for qualitative data analysis
12. Case study: function, preparation and application
13. Case study: function, preparation and application
14. Case study: result analysis, writing a report
15. Case study: result analysis, writing a report

Literature



Banister, P., Burman, E., Parker, I., Taylor, M.; Tindall, C. 1994. Qualitative methods in psychology: a research guide. Buckingham; Open University Press



Mack N., i sur. 2005. Qualitative Research Methods: A data collectors field guide. Family Health International



Milas, G. (2005 ili novija). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap

Rationalism and Empiricism

117070



Lecturer in Charge



Izv. prof. dr. sc.
Pavel Gregorić

ECTS Credits	7.0
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English Level	L1
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E-learning Level	L1
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Study Hours	
	30
	30

Teaching assistant
Ana Butković

Course Description

The aim of this course is to acquaint students with the leading philosophers of the Early Modern period and their capital works. Historical and intellectual context of the early modern philosophers will be presented. The main philosophical preoccupations of rationalist and empiricist philosophers will be explained, their agreements and disagreements will be outlined. The salient concepts employed by the rationalists and empiricists will be explained, their main theses and arguments elucidated. By reading and commenting on the selected passages from the main works of the leading rationalists and empiricists, students will solidify their understanding of the main philosophical terms, theses and arguments of Early Modern Philosophy. Another aim of the course is to demonstrate how to approach texts of classical philosophers in a scholarly and critical manner.

Course Type

- » Philosophy (Dual-major studies Study) (required course, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Explain the philosophical questions and concepts introduced by early modern philosophers
2. State the role of the rationalist and empiricist philosophers in the “scientific revolution”
3. List and evaluate the main arguments of the leading rationalists and empiricists in metaphysics and epistemology
4. Compare and contrast metaphysical and epistemological doctrines of the leading rationalists and empiricists
5. Recognize the philosophical questions and concepts that contemporary philosophy inherited from early modern philosophers
6. Explain the common sources, assumptions and concepts of the rationalists and empiricists

General Competencies

Students will be able to: describe the historical and intellectual context of the Early Modern period (16th–18th centuries); list the main works and ideas of the leading rationalist philosophers (Descartes, Spinoza, Leibniz) and empiricist philosophers (Locke, Berkeley, Hume); outline the main arguments in metaphysics and epistemology of the rationalists and empiricists; explain the common sources, assumptions and concepts of the rationalists and empiricists; outline the main disagreements between the rationalists and empiricists and the avenues of their mutual critiques; contrast the philosophical concerns and methods of early modern philosophers in relation to scholastic philosophers; state the main contributions of early modern philosophers to later philosophy, in particular to the German idealism and contemporary philosophy; demonstrate a critical and scholarly approach to classical philosophical texts.

Grading

Participation in class: 10%;

Report: 20%;

Written tests: 35+35% or Final exam: 70%.

Students who receive grade C (Good) or above in both written tests do not have to take the final exam, though they are allowed to take it if they wish to increase the final grade from this course.

Students who do not sign up to give a report in class, will be evaluated as follows:

Written tests: 45+45% or Final written exam: 80%.

Week by Week Schedule

1. Descartes
2. Descartes
3. Descartes
4. Spinoza
5. Spinoza
6. Leibniz
7. Leibniz
8. Locke
9. Locke
10. Locke
11. Berkeley
12. Berkeley

13. Hume
14. Hume
15. Hume

Literature



Izbor iz djela filozofa racionalizma i empirizma (zbirka tekstova)



Božičević, V. (1996). Filozofija britanskog empirizma, Školska knjiga: Zagreb



Bennett, J. (2001). Learning from Six Philosophers, 2 vols, Oxford University Press: Oxford



Rutherford, D. (ur.) (2006). Cambridge Companion to Early Modern Philosophy, Cambridge University Press: Cambridge



Talanga, J. Skripta za kolegij Od Descartesa do Kanta, (Rukopis za privatnu upotrebu studenata)

Realism and Antirealism[Metaphysics]

117073

Lecturer in Charge



Prof. dr. sc.
Josip Talanga

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15
Teaching assistant	
Dušan Dožudić, dr. sc.	

Course Description

The objective of the course is to introduce students to main semantic, metaphysical, and epistemological problems concerning the realism-antirealism dispute (e.g. should truth be understood in epistemic terms or as correspondence, how tight is meaning connected to understanding, and is the objective reference possible), as well as to a number of specific realism-antirealism disputes, e.g. concerning moral facts, mathematical entities, modalities, fictional entities, theoretical entities etc., and to put the dispute into a broader philosophical context.

Course Type

» Philosophy (Dual-major studies Study) (elective courses, 5th semester, 3rd year)

Learning Outcomes

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

1. Identify and list the key works and philosophers involved in the contemporary realism debates
2. Explain the main problems related to acceptance of realism, as well as problems related to specific realism-antirealism debates (e.g. concerning the existence of fictional entities, mathematical entities, theoretical entities, moral facts etc.)
3. Describe the most important contemporary works relevant for the realism-antirealism debate
4. Compare various competing views and solutions to particular disputes
5. Evaluate the plausibility of particular views and arguments in realism-antirealism debates

General Competencies

After they pass the exam, students will be able to (1) connect the newly learned material with the previously learned material in epistemology, metaphysics, logic, and ethics courses, (2) use the new knowledge in future courses, such as Philosophy of Language, Metaphysics 2, and Epistemology 2, (3) investigate by themselves further problems related to the realism-antirealism debate.

Grading

First written paper 15% of the final grade, second written paper 15% of the final grade, oral exam 70% of the final grade.

Week by Week Schedule

1. Introduction
2. What is realism?
3. What does exist? The basic ontological problem (Quine)
4. Realism and antirealism in philosophy of mathematics
5. Realism and antirealism in modal metaphysics
6. Realism and antirealism concerning fictional entities
7. Realism and antirealism concerning time
8. Metaphysical and semantic realism
9. Dummetts criticism of semantic realism (I)
10. Dummetts criticism of semantic realism (II)
11. Quine and the ontological relativity
12. Putnams internal realism (I)
13. Putnams internal realism (II)
14. Realist reaction to global antirealism
15. The closing discussion

Literature



Berčić, B. (2012). Filozofija, svezak drugi [Poglavlja 'Stvarnost' i 'Zašto $2+2=4$?'], Ibis grafika: Zagreb



Brock, S. i Mares, E. (2007). Realism and Anti-Realism, Acumen: Durham, DH



Loux, M. J. (2010). Metafizika [Uvod te 5., 7. i 9. poglavlje], Hrvatski studiji: Zagreb

Republic of Croatia: Information Systems

28468

Lecturer in Charge



Doc. dr. sc.
Jelena Jurišić

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

Teaching assistant
Martell Vukušić, dipl.nov.

Prerequisites
History of Media
Communications in Croatia

Course Description

The aim of the course is to familiarize the students with the development of Croatian journalism since the advent of radio and television as new media of public information at the beginning of the 20th century, until today and the emergence of the Internet as the latest media of public information, with particular emphasis on the current information system of the Republic of Croatia.

Course Type

- » Communication Sciences (Study) (required course, 4th semester, 2nd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Identify the most important events and milestones in the history of Croatian journalism and journalism in the 20th and early 21st century.
2. Classified and put into the context of the key periods in the history of Croatian journalism of the 20th century, and their dependence on the political, social and economic turmoil, but also technological progress.
3. Identify the most important names that marked the Croatian journalism in the 20th century, and the most important print and electronic media in Croatia.
4. Develop and conduct short independent research on a topic of modern communication media in Croatia.

General Competencies

Indicate and explain key events and processes in the history of media communication in Croatia, from the advent of radio and television as new media of public information at the beginning of the 20th century until the present times, in which the Internet dominates as the latest means of public media. Enumerate, explain and distinguish the most important printed and electronic media in Croatia (agencies, daily and weekly newspapers - national, regional and local, the system of HRT, private radio stations, private television, and the most important portals on the Internet). Identify, analyze and explain the specificities of media activity, with a focus on the media market of audience and marketing. Define, identify and critically analyze key challenges and problems of journalism in the 20th and early 21st century, and the characteristics of contemporary journalism and information systems in the Republic of Croatia.

Grading

Class attendance, literature reading and participating in the discussions with the professor and the colleagues (25% of the final grade), seminar paper (25% of the final grade) and the exam (50% of the final grade).

Week by Week Schedule

1. Course introduction, the historical context of the studied period.
2. A new era of journalism on the eve of the First World War: partisan versus informative journalism.
3. Journalism at the time of the First World War: the creation of mass readership.
4. Journalism in the Kingdom of Serbs, Croats and Slovenes.
5. Croatian journalism and media communication a hundred years after the appearance of the first Croatian newspaper.
6. Croatian journalism during the Croatian Independent State of Croatia (NDH): press versus radio.
7. Antifascist journalism in Croatia: illegal activity.
8. Croatian journalism and media in socialist Yugoslavia: the period of communist totalitarianism (1945-1960).
9. Croatian journalism and media in socialist Yugoslavia: journalism until the Croatian Spring in 1971.
10. The Croatian Spring and the period of totalitarian repression (1971-1980).
11. Croatian journalism and media before the breakup of Yugoslavia (1980-1990).
12. Croatian journalism and media communication in the war.
13. Croatian journalism and media communication in the Homeland War.
14. Modern media of public information in Croatia: printed media.
15. Modern media of public information in Croatia: electronic media.

Literature



Branko Franjić (ur.) (1997).
Almanah hrvatskog
tiskarstva, nakladništva,
novinstva, bibliotekarstva i
knjižarstva s adresarom, str.
58-68., 89-91., 124-126.,
209-224., Zagreb: Horizont
Press, Kratis



Marina Mučalo (2002).
Radio u Hrvatskoj:
povijesno-pravni razvoj
radija u Hrvatskoj, str. 17-
80., Zagreb, Fakultet
političkih znanosti



Stjepan Malović (2004).
Medijski prijepori
Međunarodni centar za
obrazovanje novinara, str.
13-34., 45-55., 83-109., 127-
138., Izvori, Sveučilište u
Dubrovniku, Međunarodni
centar za obrazovanje
novinara



Blanka Jergović (2004).
Odmjeravanje snaga: novine
i politika u Hrvatskoj u
prvom razdoblju tranzicije,
str. 27-70., Zagreb,
Sveučilišna knjižara



Božidar Novak (2005).
Hrvatsko novinarstvo u 20.
stoljeću, Zagreb: Golden
marketing - Tehnička knjiga

Research, Measurement and Restraining Corruption.

126250



Lecturer in Charge



Izv. prof. dr. sc.
Irena Cajner
Mraović

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

Teaching assistant
Hrvoje Mataković

Course Description

The aim of the course is to introduce students to the phenomenon of corruption in a comparative perspective and to gain the skills necessary to identify and analyze corruption. The purpose of the course is to introduce students with instruments for the detection, prevention and effective methods of restraining corruption in modern societies, especially in transitional and unconsolidated democracy countries. Therefore, students will be familiar with the most important works in this area and will analyse all the relevant aspects of corruption.

Course Type

- » Sociology (Study) (elective courses (2), 2nd semester, 1st year)
- » Sociology (Study) (elective courses (2), 4th semester, 2nd year)
- » Sociology (Study) (elective courses (2), 6th semester, 3rd year)

Learning Outcomes

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

1. Define corruption.
2. Identify and classify the manifestations of corruption in modern societies;
3. Compare the basic features of corruption in developed democratic countries and in transitional countries
4. Identify ways of measuring corruption
5. Explain the meaning and objectives of international instruments to restrain corruption
6. Explain the impact of the European Union on restraining corruption

General Competencies

Explain the cause-and-effect relationships among social phenomena.

Plan own engagement in solving of social problems.

Point out the relevance of the concepts of culture, socialization, stratification, social structures and institutions in explaining social phenomena.

Explain the origin of social problems and conflicts while keeping in mind the way in which the social order is maintained and questioned.

Grading

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

Week by Week Schedule

1. Course introduction. Defining corruption.
2. Corruption forms in modern societies: definitions and approaches.
3. Corruption in developed countries.
4. Corruption in transitional countries: basic features.
5. The economic costs of corruption: corruption and privatization in transitional countries.
6. Corruption through the judicial system and public administration.
7. Political corruption and the financing of political parties.
8. The first test.
9. Free access to information and corruption. Preventing conflicts of interest and corruption.
10. Measurement of corruption.
11. International instruments for restraining corruption.
12. The European Union and restraining corruption as part of the EU accession conditionality.
13. Corruption in Croatia.
14. The second test.
15. Concluding score, evaluation of the case and the final conversation.

Literature



Rose-Ackerman, S. (2002) Korupcija i vlada: uzroci, posljedice i reforma. Zagreb: Progres.



Derenčinović, D. (2001) Mit(o) korupciji. Zagreb: Nocchi.



Kregar, J. (1999) Nastanak predatorskog kapitalizma i korupcija, Zagreb: RIFIN.



Kregar, J., Sekulić, D., Ravlić, S., Malenica, Z., Jeknić, R., Petričušić, A. (2010) Izgradnja institucija: etika i korupcija. Zagreb: Pravni fakultet u Zagrebu.

Research and Analysis in Journalism

37920

Lecturer in Charge



Izv. prof. dr. sc.
Blanka Jergović

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

Course Description

Through media analysis introduce the students to the two most important methods of journalistic work which underlie the entire journalistic production – information investigation and analysis. The students will be taught skills of gathering, selecting, analyzing and commenting on information.

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 6th semester, 3rd year)

Learning Outcomes

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

1. Define, describe and apply the fundamental concepts in investigative journalism.
2. Distinguish, explain and apply the methods of investigative journalism.
3. Define, describe and use the methods for information collection and selection
4. Define, describe and use the methods for working with the source of information.
5. Recognize, explain and use newspaper types of investigative journalism.
6. Apply journalistic skills of investigative journalism.

General Competencies

Apply the knowledge of the basic concepts of investigative journalism. Identify and describe the place and role of investigative journalism in journalism and society in general. Identify, explain and analyze the challenges and problems of investigative journalism. Apply the acquired journalistic skills of investigative journalism.

Grading

33,3% participation in discussions, 33,3% seminar work, 33,3% exam.

Week by Week Schedule

1. Journalistic investigation: the term, emergence and development;
2. Selection of research topics; sources of information;
3. Classification, methods of establishing and maintaining contact, use; information;
4. The term, specific methods of searching for information and its processing, search on the Internet;
5. Text writing, material preparation, genre selection;
6. Specificities of investigative article;
7. Ethical aspects of journalistic investigation;
8. Journalistic analysis: the term, emergence and development;
9. The reason and choice of the topic of analysis;
10. Genre selection: article;
11. Genre selection: overview, commentary;
12. Genre selection: criticism, review, feuilleton;
13. Methods of analysis and interpretation of information and reality;
14. Text writing;
15. Ethical aspects of journalistic analysis.

Literature



Inoslav Bešker, Orlanda Obad (2004). Istraživačko novinarstvo, PressData, Zagreb



David Anderson Peter Benjaminson (1998). Investigative Reporting, Indiana University Press, Bloomington, London

Research Methods Practicum

38646

Lecturer in Charge



Doc. dr. sc.
Maja Vurnek
Živković

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	60

Teaching assistant
Ivana Hanzec

Prerequisites
ANOVA Models
Non-Experimental Methods

Course Description

Enable students to gain knowledge of applying different research methods and experimental designs in psychology and other social sciences, as well as presenting and interpreting results and writing scientific reports. Enable students to recognize all the advantages and limits of a specific research method and design, and to choose the appropriate method and design for a specific research question. Mentioned objectives are achieved through practical exercising most research methods that were taught in courses: Experimental Methods and Non-experimental Methods, since this course is planned as an expansion of mentioned courses

Course Type

» Psychology (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Prepare and conduct quantitative research in social sciences;
2. Interpret, discuss and conclude about psychological phenomena based on conducted research studies and theories, or on empirical data from one's own research;
3. Analyze data obtained in research, knowing the limitations of used methodology;
4. Compare and evaluate different research methods for different problems;
5. Write scientific reports

General Competencies

9. Evaluate scientific knowledge for the purpose of generating research hypotheses and support the scientific approach to the acquisition of knowledge.
10. Judge scientific and professional papers in the field of social sciences, humanities, and biomedicine.
11. Analyze the assumptions and apply consistent methodological and statistical knowledge for the purpose of answering specific research questions, and determine the advantages and limitations of different research and statistical methods in psychology and related scientific disciplines.

Grading

Written Reports represent written examination and determine the grade in this course (final grade is a combination of grades obtained for all reports).

Week by Week Schedule

1. Introduction, conducting research for the 1st topic (Topic 1: The significance of randomised allocation and sample size for psychological experiment), instructions for writing 1st report.
2. Conducting research for 2nd topic (Topic 2: Experimental design with control group i testing only after treatment), instructions for writing 2nd report; writing 1st report.
3. Conducting research for 3rd topic (Topic 3: Factorial design), instructions for writing 3rd report, reviewing 1st report, writing 2nd report.
4. Conducting research for 4th topic (Topic 4: quasi experimental design), instructions for writing 4th report, reviewing 2nd reports, writing 3rd report.
5. Conducting research for 5th topic (Topic 5: correlational research), instructions for writing 5th report, reviewing 3rd reports, writing 4th report.
6. Instructions for conducting the research for 6th topic, reviewing 4th reports, writing 5th report.
7. Conducting research for 6th topic (field work kids in elementary school).
8. Handing in research results for topic 6. Instructions for writing 6th report, reviewing 5th report.
9. Instructions for conducting the research for Topic 7 (Topic 7: questionnaire); writing 6th report.
10. Conducting research for Topic 7 (field work).
11. Handing in results for Topic 7, instructions for writing the 7th report, reviewing 6th report.
12. Conducting research for Topic 8 (Topic 8: Focus group), instructions for writing 8th report, writing 7th report.
13. Reviewing 7th report, writing 8th report.
14. Reviewing 8th report, answering student`s questions, grading.
15. Final conclusions.

Literature



Milas, G. (2005). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap.

Rhetorics

37924



Lecturer in Charge



Doc. dr. sc.
Tomislav Janović

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

Teaching assistant
Branimir Stanić

Course Description

The aim of the course is to enable students to understand the rhetorical discourse in the context of written and spoken media and introduce them to the principles of creation of rhetorical content and modes of public appearance.

Course Type

- » Communication Sciences (Dual-major studies Study) (agencies-the press, 4th semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (agencies-the press, 6th semester, 3rd year)
- » Communication Sciences (Dual-major studies Study) (public relations, 4th semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (public relations, 6th semester, 3rd year)
- » Communication Sciences (Dual-major studies Study) (radio-television, 4th semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (radio-television, 6th semester, 3rd year)
- » Communication Sciences (Study) (agencies-the press, 4th semester, 2nd year)
- » Communication Sciences (Study) (agencies-the press, 6th semester, 3rd year)
- » Communication Sciences (Study) (public relations, 4th semester, 2nd year)
- » Communication Sciences (Study) (public relations, 6th semester, 3rd year)
- » Communication Sciences (Study) (radio-television, 4th semester, 2nd year)
- » Communication Sciences (Study) (radio-television, 6th semester, 3rd year)

Learning Outcomes

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

1. Support claims with arguments in accordance with logical patterns.
2. Defend from eristic tricks.
3. Demonstrate the skill to design statements for different media.
4. Demonstrate the analytical approach to drafting a speech and present it.
5. Prepare and develop argumentation strategies in a debate.
6. Follow the manners in speaking.
7. Demonstrate the ability to adjust voice and pronunciation for a public speaking appearance

General Competencies

Rhetoric is a comprehensive discipline that is integrated into almost all university programmes since the teaching and professional activity in communicology are for the greatest part performed through speech. It is expected that the adopted principles of rhetorical discourse, which necessarily implies the pursuit of truth, will ennoble all speaking efforts of students, in the context of text creation and its performance.

Grading

50% seminar paper, 50% preliminary exam / final exam.

Week by Week Schedule

1. Introductory class
2. What is rhetoric?
3. The history of rhetoric from the Greeks until the twentieth century
4. Strategies of informal reasoning I
5. Strategies of informal reasoning II
6. Types of statements
7. Argumentation: Toulmin and Perelman
8. Tricks
9. Preliminary exam (written)
10. Listening to speech
11. Rhetoric types
12. Speech
13. Speech and pronunciation
14. Practicum: Debate
15. Preliminary exam

Literature



CICERON, M. T., O govorniku, Matica hrvatska, Zagreb, 2002.



ARISTOTEL, Retorika, Naprijed, Zagreb, 1989.



ŠEGO, Jasna, Kako postati uspješan govornik, Profil international, Zagreb, 2005.



ŠKARIĆ, Ivo, Temeljni suvremenoga govorništva, Školska knjiga, Zagreb, 2000.



MEYER M., CARRILHO M. M., TIMMERMANS B., Povijest retorike od Grka do naših dana, Disput, Zagreb, 2008.

Roman History and Civilization

45755



Lecturer in Charge



Doc. dr. sc.
Šime Demo

ECTS Credits	3.0
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English Level	L2
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E-learning Level	L1
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Study Hours	15
	15

Teaching assistant
Kristina Džin, mr. sc.

Course Description

The knowledge of the Roman history and civilization is a prerequisite for the understanding of our history, culture and civilization heritage in general. The course offers insight into the roots, development (anthropological, social, economic, historical, legal and architectural) and the downfall of the subject civilization and its reflection on the history to the present day. The concepts are explained through the wide world examples correlated to our area for easier acquiring of knowledge.

Course Type

- » Latin language (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Define the basic methodological approaches to the understanding of history and civilization
2. Identify key people and processes that left traces in the Roman history and civilization
3. Explain the causal links between historical processes and civilization heritage of individual periods of the Roman history and civilization

4. Explain the material and spiritual heritage in the Roman history and civilization
5. Indicate the basic historical and civilization features of individual periods of the Antique history and civilization
6. Explain relations within the frame that encompasses the creation of the Roman history and civilization
7. Present the importance of historical monuments and material culture in the context of the Roman civilization achievements
8. Explain the heritage of the Roman history and civilization in medieval architectural and literary tradition of the Mediterranean
9. Explain the organisation of Rome and its links to the modern world

General Competencies

After successfully completing their studies the students will be able to:

- 1 explain causal links between historical events, historical processes and cultural remains of the Roman history and civilization;
- 2 analyse the conclusion-making process related to individual historical moments;
- 3 compare historical and cultural processes of particular geographic areas;
- 4 organise by importance data and information related to individual processes within different historical and cultural frames;
- 5 distinguish particular traits of individual historical events within different historical and cultural frames

Grading

Seminars in the form of written papers, the presentation of a given topic, active class participation and the oral exam are all elements of evaluation.

Week by Week Schedule

1. The basic concept of the Roman history and civilisation
2. Historical sources: 1 written sources 2 archaeological remains
3. The Apennine peninsula – historical sources, historicism and historical periods
4. The Etruscan civilization and culture
5. The origins and the rise of Rome – imperial times; events, people, civilization
6. The Early Republic; events, people, civilization
7. The rise and the crisis of the Republic; events, people, civilization
8. The fall of the Republic and the establishment of the principate; events, people, civilization
9. The Dominate; events, people, civilization
10. The crisis of the Empire; events, people, civilization
11. The decadence of the Empire; events, people, civilization
12. Religion – the relationship between paganism and Christianity; events, people, civilization
13. The fall of the Empire; events, people, civilization
14. The strengthening of Byzantium; events, people, civilization
15. The Roman history and civilization in relation to the later historical periods

Literature



Lisičar, Petar (1971). Grci i Rimljani



Grimal, Pierre (1968). Rimska civilizacija



Janson, H. W. (2003). Povijest umjetnosti



(1986). The Times Atlas svjetske povijesti



Salvan I.; Caporali, R. (1967). Antički Rim

Roman metrics

77723



Lecturer in Charge



Doc. dr. sc.
Šime Demo

ECTS Credits 2.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant
Lucija Krešić

Course Description

During the seminars and the exercises student gets familiar with Roman versificatory system, metrics and prosody.

Course Type

» Latin language (Dual-major studies Study) (required course, 2nd semester, 1st year)

Learning Outcomes

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

1. Use internet resources for Roman metrics.
2. List and explain main concepts in Roman metrics and prosody.
3. Identify feet, verses and stanzas of Roman poetry.
4. Describe Greek origins of individual Roman metrical forms.

General Competencies

Use internet resources for Roman metrics. Identify feet, verses and stanzas of Roman poetry.

Grading

Attendance of classes (up to 3 times absence) - 20% of the grade;
Two colloquies - 50% of the grade;
seminary tasks - 30% of the grade;
Final exam: defining and eventual correction of the grade achieved during the classes.

Week by Week Schedule

1. Introduction into the subject: presentation of the subject, Assignment of seminary paper tasks, meeting the students.
2. Definitions of the metrics and the prosody, Greek origins of Roman metrics, making of the rhythm in Roman poetry.
3. Syllable quantities.
4. Feet, phonological metrical deformations.
5. Dactylic hexameter: introduction, structure, pauses.

6. Dactylic hexameter: exercise (Vergil and Ovid).
7. Colloquium.
8. Elegiac couplet: introduction, pentameter.
9. Elegiac couplet: exercise (Ovid, Catullus).
10. Phalcean hendecasyllable. Sapphic stanza.
11. Asclepiadean verses and Asclepiadean stanzas.
12. Alcaic stanza.
13. Iambic. Choliambic.
14. Colloquium.
15. Final discussion.

Literature



V. Gortan, O. Gorski, P. Pauš (1954). *Latinska gramatika (bilo koje izdanje)*, 325-332, Školska knjiga, Zagreb



Katul (1996). *Pjesme* (priređio i preveo D. Škiljan), str. 17-19 (poglavlje *Katulovi metri*), L&G, Zagreb

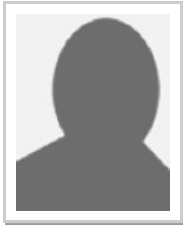


Katul *Pjesme*: 1, 2, 3, 4, 8, 11, 13, 29, 31, 32, 36, 51, 60, 64 (116-153), 83, 85, 87, 95., <http://www.thelatinlibrary.com/>

Roman poetry 1

86143

Lecturer in Charge



Doc. dr. sc.
Šime Demo

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

Teaching assistant
Lucija Krešić

Prerequisites
Introduction to Latin
Philology

Course Description

The course will make it possible for the student to analyse Roman epic poetry. At the lessons the representative segments will be treated on all levels (metrical, phonological, morphological, syntax, semantic and so-called real).

Course Type

» Latin language (Dual-major studies Study) (required course, 3rd semester, 2nd year)

Learning Outcomes

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

1. Use dictionaries, foreign literature and manuals.
2. Analyze selected epical segments.
3. Apply earlier knowledge of Roman metrics.
4. Identify main features of epic poetry and their authors.
5. Write independently a translation of a chosen segment of an epic work.

General Competencies

Use dictionaries, foreign literature and manuals. Identify main features of epic poetry and their authors.

Grading

Attendance of classes (up to 3 times absence) - 20% of the grade;
Two colloquies - 50% of the grade;
seminary tasks - 30% of the grade;
Final exam: defining and eventual correction of the grade achieved during the classes..

Week by Week Schedule

1. Introduction into the course. Assignment of seminary paper topics.
2. Repeating of Roman metrics, especially hexameter as a style of epics.
3. Introduction into Vergil's Eneid. Practicing Vergil's hexameter.
4. Work with the dictionary as an auxiliary tool in the analysis of a poetic text.

5. Morphological analysis: word types and forms.
6. Identifying predicates and examining their role in the structuring of the text.
7. Analysis of the periphery parts of a sentence in an epic work.
8. Colloquium.
9. Analysis at the level of the period: independent and dependent clauses.
10. Higher levels of the text: intersentential connectors and the structure of the narrative segments.
11. Real commentary: historical and mythological persons, places and concepts.
12. The level of meaning: semantic details.
13. Translation of the text.
14. Colloquium.
15. Final considerations about epic poetry. Discussion.

Literature



Vergilije Eneida: I: 1-80, 494-578; II: 1-56, 199-249, 624-734, IV: 173-197, 553-692; VI: 1-155; VIII: 608-731; IX: 367-449; XII: 887-952, <http://www.thelatinlibrary.com/>



Vergilije Bukolike: Ekloga I, <http://www.thelatinlibrary.com/>



Ovidije Metamorfoze: I, 1-150; 1-50; IV: 55-166; VIII: 152-235; X: 1-85; XIV: 1-74; XV: 745-879., <http://www.thelatinlibrary.com/>



Vergilije Georgike: I 1-50; II 136-176; III 1-48; IV 1-50, <http://www.thelatinlibrary.com/>

Roman poetry 2

86145



Lecturer in Charge



Lekt.
Zdravka Martinić-
Jerčić

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

Teaching assistant
Zdravka Martinić-Jerčić,
Lekt.

Course Description

The main objective of the course is to give a broad picture of Roman poetry by reading representative texts of Roman lyrics and drama. Students will be able to work by themselves on the original poetic text written in Latin by active reading of poetry written by Horace, Ovid, Plautus and Seneca. The objective is to develop translating strategies, literary, linguistic and stylistic analysis of text, applying and broadening knowledge of syntax, stylistic analysis, metric use, vocabulary and phraseology.

Course Type

» Latin language (Dual-major studies Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Recognize and explain basic characteristics of Roman poetry and representative authors in Roman literature,
2. Recognize and differentiate metric diversity according to the type of Roman poetry,
3. Analyze an original text of Roman lyric poetry and drama,
4. Apply previously acquired skills of morphology and syntax of Latin language,
5. Evaluate and choose a translation of Roman lyric poetry and drama that is accurate and of quality.

General Competencies

Student will be able to: recognize, describe and differentiate metric diversity according to the kind of Roman poetry (lyric, epic and drama), interpret and apply acquired translating skills and techniques with an accent on lyric poetry and drama, recognize, list, differentiate and explain basic characteristics of roman poetry regarding thematic and content diversity of the poems, place Roman poetry in literary, social and historic context.

Grading

Attending classes. Active participation. Implementation of assignments. Written exam.

Week by Week Schedule

1. Introduction to the course. Assignment of seminar essays.
2. P. Ovidius Naso, *Tristia*, introduction translation, linguistic and metric analysis, seminar essays
3. P. Ovidius Naso, *Tristia*, translation, linguistic and metric analysis, seminar essays
4. P. Ovidius Naso, *Amores*, translation, linguistic and metric analysis, seminar essays
5. Q. Horatius Flaccus, *Carmina*, introduction, translation, linguistic and metric analysis, seminar essays
6. Q. Horatius Flaccus, *Carmina*, translation, linguistic and metric analysis, seminar essays
7. Q. Horatius Flaccus, *Carmina*, translation, linguistic and metric analysis, seminar essays
8. Q. Horatius Flaccus, *Carmina*, translation, linguistic and metric analysis, seminar essays
9. T. Maccius Plautus, introduction to the chosen comedy, translation, linguistic and metric analysis, seminar essays
10. T. Maccius Plautus, *Aulularia*, translation, linguistic and metric analysis, seminar essays
11. T. Maccius Plautus, *Aulularia*, translation, linguistic and metric analysis, seminar essays
12. L. Annaeus Seneca, *Medea*, introduction to the chosen tragedy, translation, linguistic and metric analysis, seminar essays
13. L. Annaeus Seneca, *Medea*, translation, linguistic and metric analysis, seminar essays
14. L. Annaeus Seneca, *Medea*, translation, linguistic and metric analysis, seminar essays
15. Synthesis

Literature



P. Ovidii Nasonis *Tristia* I, 3; IV, 10; *Amores* Epigramma ipsius; I, 9; II, 15; III, 9, <http://www.thelatinlibrary.com/>



Q. Horatii Flacci *Carmina* I, 1, 2, 9, 10, 11, 14, 37; II, 3, 10, 12, 14; III, 1, 9, 30; IV 1, 8; *Carmen Saeculare*; *Epodon liber 2*, <http://www.thelatinlibrary.com/>



L. Annaei Senecae *Medea* I 55; II 300; 380 579; 670 751; 879 1027, <http://www.thelatinlibrary.com/>



T. Maccii Plauti *Aulularia* *Argumentum* I, II; 1-405, <http://www.thelatinlibrary.com/>

Roman prose(Golden Age)

37575



Lecturers in Charge



Doc. dr. sc.
Šime Demo



Lekt.
Teo Radić

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
30
30

Prerequisites

Introduction to Latin
Philology

Latin 2

Course Description

Getting acquainted with the main representatives of the golden age prose of the Roman literature. Training for independent work on the original Latin prose text (literary and linguistic analysis, and developing strategies of translating from Latin into Croatian) in selected fragments of representative works of the Roman prose authors of this period – Cicero and Sallustius. Deepening, implementation and consolidation of knowledge of syntax. Establishing and expanding knowledge of the Latin lexicon and phraseology.

Course Type

» Latin language (Dual-major studies Study) (required course, 4th semester, 2nd year)

Learning Outcomes

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

1. List the basic biographical and bibliographical information on the most prominent prose writers of the golden age of the Roman literature
2. Analyze selected texts of Cicero and Sallustius in literary and linguistic-stylistic terms.
3. List (on the example of texts of Cicero and Sallustius) distinguishing characteristics of prose texts of the silver age compared to the features of prose texts of the golden age of the Roman literature.
4. Apply (in text analysis) previously acquired knowledge of the Latin language.
5. Identify in the texts of Cicero and Sallustius deviations from the general rules of Latin descriptive grammar.

General Competencies

Perceive and interpret the literary and linguistic peculiarities of the Latin text. Identify and explain the stylistic characteristics of authors, genres and literary periods as a whole. Contextualize the Latin text. Deepen previously acquired knowledge of Latin morphology and syntax. Improve the skill of translating from Latin.

Grading

During the course attendance and preparedness is continuously monitored and evaluated. In the final written exam understanding, translation and linguistic interpretation of the given fragments of the mandatory reading texts is evaluated. The final written exam consists of at least one and at most three parts, depending on the extent to which the candidate had used the opportunity to pass the parts of the exam during the course. In total, during the semester and the final exam student can earn up to 100 points. Points and grades: 61-70 sufficient (2), 71-80 good (3), 81-90 very good (4), 91-100 excellent (5)

Week by Week Schedule

1. Introductory arrangement, establishing obligations and literature review
2. M. Tullius Cicero: Pro A. Licinio Archia poeta oratio (1-5)
3. M. Tullius Cicero: Pro A. Licinio Archia poeta oratio (6-10)
4. M. Tullius Cicero: Pro A. Licinio Archia poeta oratio (11-15)
5. M. Tullius Cicero: Pro A. Licinio Archia poeta oratio (16-20)
6. M. Tullius Cicero: Pro A. Licinio Archia poeta oratio (21-25)
7. M. Tullius Cicero: Pro A. Licinio Archia poeta oratio (26-32)
8. EXAM 1
9. C. Sallustius Crispus: Bellum Catilinae (1-5)
10. C. Sallustius Crispus: Bellum Catilinae (6-10)
11. C. Sallustius Crispus: Bellum Catilinae (11-15)
12. C. Sallustius Crispus: Bellum Catilinae (16-20)
13. C. Sallustius Crispus: Bellum Catilinae (21-25)
14. C. Sallustius Crispus: Bellum Catilinae (26-30)
15. EXAM 2

Literature



Tekstovi koji se čitaju na nastavi: M. Tullius Cicero: Pro A. Licinio Archia poeta oratio C. Sallustius Crispus: Bellum Catilinae (1-30)



Ispitna lektira koju studenti pripremaju sami: M. Tullius Cicero: Oratio in L. Catilinam prima C. Sallustius Crispus: Bellum Iugurthinum (5-10, 31, 85) M. Tullius Cicero: Cato Maior de senectute



Divković, Mirko (1997). Latinsko-hrvatski rječnik: za škole, Naprijed



Marević, Josip (2000). Latinsko-hrvatski enciklopedijski rječnik, sv. I-II, Matica hrvatska

Roman prose (Silver Age)

61851



Lecturer in Charge



Lekt.
Teo Radić

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours
30
30

Teaching assistant
Teo Radić, Lekt.

Prerequisites
Latin 4

Course Description

Getting acquainted with the main representatives of the silver age prose of the Roman literature. Training for independent work on the original Latin prose text (literary and linguistic-stylistic analysis, and developing strategies of translating from Latin into Croatian) in selected fragments of representative works of the Roman prose authors of this period – Seneca the Younger and Tacitus. Deepening, implementation and consolidation of knowledge of syntax and stylistics. Establishing and expanding knowledge of the Latin lexicon and phraseology.

Course Type

» Latin language (Dual-major studies Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. List the basic biographical and bibliographical information on the most prominent prose writers of the silver age of the Roman literature.
2. Analyze selected texts of Seneca and Tacitus in literary and linguistic-stylistic terms.
3. List (on the example of texts of Seneca and Tacitus) distinguishing characteristics of prose texts of the silver age compared to the features of prose texts of the golden age of the Roman literature.
4. Apply (in text analysis) previously acquired knowledge of the Latin language.
5. Identify in the texts of Seneca and Tacitus deviations from the general rules of Latin descriptive grammar.

General Competencies

Perceive and interpret the literary and linguistic peculiarities of the Latin text. Identify and explain the stylistic characteristics of authors, genres and literary periods as a whole. Contextualize the Latin text. Deepen previously acquired knowledge of Latin morphology and syntax. Improve the skill of translating from Latin.

Grading

During the course attendance and preparedness is continuously monitored and evaluated. In the final written exam understanding, translation and linguistic interpretation of the given fragments of the mandatory reading texts is evaluated. The final written exam consists of at least one and at most three parts, depending on the extent to which the candidate had used the opportunity to pass the parts of the exam during the course. In total, during the semester and the final exam student can earn up to 100 points. Points and grades: 61-70 sufficient (2), 71-80 good (3), 81-90 very good (4), 91-100 excellent (5)

Week by Week Schedule

1. Introductory arrangement, establishing obligations and literature review
2. L. Annaeus Seneca: Epistulae morales ad Lucilium (ep. 3)
3. L. Annaeus Seneca: Epistulae morales ad Lucilium (ep. 4)
4. L. Annaeus Seneca: Epistulae morales ad Lucilium (ep. 5)
5. L. Annaeus Seneca: Epistulae morales ad Lucilium (ep. 6)
6. L. Annaeus Seneca: Epistulae morales ad Lucilium (ep. 7)
7. L. Annaeus Seneca: Epistulae morales ad Lucilium (ep. 8)
8. EXAM 1
9. P. Cornelius Tacitus: Annales (II, 43, 60, 71, 72)
10. P. Cornelius Tacitus: Annales (II, 82; III, 26-28)
11. P. Cornelius Tacitus: Annales (XII, 66-69)
12. P. Cornelius Tacitus: Annales (XIII, 2-5)
13. P. Cornelius Tacitus: Annales (XIII, 16-17; XIV, 14-16)
14. P. Cornelius Tacitus: Annales (XV, 62-64)
15. EXAM 2

Literature



Tekstovi koji se čitaju na nastavi: L. Annaeus Seneca: Epistulae morales ad Lucilium (3-8) P. Cornelius Tacitus: Annales (II, 43, 60, 71, 72, 82; III, 26-28; XII, 66-69; XIII, 2-5, 16-17; XIV, 14-16)



Ispitna lektira koju studenti pripremaju sami: L. Annaeus Seneca: Epistulae morales ad Lucilium (1, 2, 12, 20, 45, 47, 94) P. Cornelius Tacitus: Annales (I, 1-8; VI, 45-46, 50-51; XIV, 3-9; XV, 38-45) P. Cornelius Tacitus: Historiae (V, 1-12)



Divković, Mirko (1997). Latinsko-hrvatski rječnik: za škole, Naprijed



Marević, Jozo (2000). Latinsko-hrvatski enciklopedijski rječnik, sv. I-II, Velika Gorica-Zagreb 2000., Matica hrvatska

Romantic and Realist Croatian Literature

37450



Lecturer in Charge



Prof. dr. sc.
Tihomil Maštrović

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

Teaching assistant
Martina Čavar

Course Description

To introduce students with the Croatian literature, romanticism, realism and predrealism, literary and stylistic periods XIX. century, particularly with the major works that have become the lasting value of national literature. Students will be trained in recognizing literary species characteristic for specific literary periods, and in consideration of the importance of certain valuable literary works, essential in interpreting peaks of Croatian literature. Students will continue to be trained in identifying the most important copyright creative potential of Croatian literature, and the poetics of specific literary periods and all matters of specific literary periodization period of romanticism and realism in Croatian literature in relation to other major European literature.

Course Type

- » Croatian Studies (Dual-major studies Study) (required course, 3rd semester, 2nd year)
- » Croatian Studies (Study) (required course, 3rd semester, 2nd year)

Learning Outcomes

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

1. Define the literary period.
2. Distinguish the characteristics of literary Romanticism and Realism periods in Croatian literature.
3. Describe literary works.
4. Analyze recognized artistic qualities of literary works created in Romanticism and realism.
5. Analyze the literary value of major writers of Romanticism and Realism periods in Croatian literature.
6. Display and create an independent task during the teaching process, whichever is the literary problem defines and analyzes about which the topic is discussed.
7. Develop research skills at the seminar work.

General Competencies

After successfully completing this course the student will be able to recognize the literary and aesthetic characteristics of stylistic epoch of Romanticism and Realism in Croatian literature XIX. century. Students will be trained to recognize the literary and artistic elements of Croatian cultural identity. Students will be able to understand the Croatian literary legacy of the period of Romanticism and Realism, and will enable the positioning of this heritage in the European context. Students will be able to positively influence the development of reading interests and reading abilities of those whom they shared their knowledge.

Grading

Students are required to actively participate in all forms of teaching the teacher. Monitors and evaluates the activities of students during the teaching process. The student is required to prepare a seminar. Each program assignment participates in the formation of the final grade. The grade can be achieved by passing the examination in the regular examination period in which there is a written exam (test) and an oral part.

Week by Week Schedule

1. Introductory lecture. Literature.
2. Croatian literary Romanticism. Romanticism in the major European literatures.
3. Croatian national revival. (1806-1860) Illyrian Movement (1835 to 1942). The role of Ljudevit Gaj. The standardization of the Croatian language. Schools of Philology (Zagreb, Zadar, Rijeka).
4. Magazines in the period of Romanticism (Danica, Kolo, Zora dalmatinska).
5. Poets Romanticism: S. Vraz, P. Preradović, I Mažuranić.
6. Writers and literary works of Romanticism: J. Drašković, A. Mihanović, I Derkos, I Kukuljević Sakcinski, Lj Vukotinović, D. Rakovac, M. Mažurinić, A. Nemčić.
7. Predrealizam (Šenoa age). Writers and literary works: M. Bogović, F. Marković, R. Jorgovanić, J. E. Tomić.
8. August Šenoa; novels, stories, poetry, feuilltons.
9. Realism. Poetics of Croatian literary realism. The social and political framework of Realism. Poets of Realism, S. S. Kranjčević, A. Harambašić.
10. Novelists Croatian Realism: A. Kovačić, K. Š. Gjalški, E. Kumičić, V. Novak, J. Kozarac.
11. Natural sciences and literature. Scientific and cultural institutions.
12. The role of drama and theater. Literary criticism. Wreath and the role of magazines in the literary and cultural life in general.
13. Emergence of naturalism in Croatian literature.
14. Writers and literary works of Croatian Realism in European context.
15. Blood indicates new artistic tendencies at the end of the century.

Literature



Ivo Frangeš (1987). Povijest hrvatske književnosti, Matica hrvatska, Zagreb



Miroslav Šicel (1997). Hrvatska književnost 19. i 20. stoljeća, Školska knjiga, Zagreb

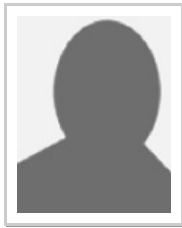


Dubravko Jelčić (2002). Hrvatski književni romantizam, Školska knjiga Zagreb

Rural Sociology

37770

Lecturer in Charge



Prof. dr. sc.
Maja Štambuk

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

Course Description

The main aim of the course is to study rural societies in the light of different sociological aspects, with the special emphasis on the way in which spatial features influence the shaping and functioning of those societies. The aim of the course is focused on the interpretation of the processes, phenomena and relationships within European traditional rural societies.

Course Type

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

Learning Outcomes

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

1. Identify influence of landscape in shaping and functioning of rural society
2. Outline other sociological approaches that can be fruitful in assessing the problems related to rural settlements
3. Define basic processes, phenomena and relations in rural societies
4. Analyze influence of modernization processes and their influence on rural society
5. Identify simpler social problems and propose solution
6. Show professional ability for interdisciplinary collaboration in creation of developmental projects in rural areas

General Competencies

Upon successfully passed exam, student will be able to:
Use the general knowledge of society and of social processes.
Explain the key structural factors that are shaping society.
Illustrate the relevancy of the concepts of social structure and social institutions in interpreting of the social phenomena.

Grading

Final oral exam.

Week by Week Schedule

1. Rural sociology in the context of other disciplines
2. Rural sociology - basic terms

3. Village and the modernization processes
4. Components of the rurality
5. Processes of the urbanization in the context of village
6. Agrary depopulation in the Croatian rural settlements
7. Characteristics of rural settlements
8. Villagers-workers, mixed households and pluriactivity
9. Social status and the problems of rural women
10. The center - periphery relation, using Lika as the example
11. The development model of the preserved landscape as the model for general rural development
12. The dual-homeland phenomena
13. On the regionalization: village and the uniform development of Croatia
14. Problems of development of Croatian villages
15. Principles of the rural revitalization

Literature



Maja Štambuk, Ivan Rogić, Anka Mišetić, ur. (2002). *Prostor iza: kako modernizacija mijenja hrvatsko selo*, Zagreb: Institut društvenih znanosti Ivo Pilar



Maja Štambuk, Ivan Rogić, ur. (2001). *Budućnost na rubu močvare. Razvojni izgledi naselja na Lonjskom polju*, Zagreb: Institut društvenih znanosti Ivo Pilar (Biblioteka Zbornici)



Ivan Rogić, Maja Štambuk, ur. (1998). *Duge sjene periferije. Prinos revitalizaciji hrvatskoga ruba*, Zagreb: Institut društvenih znanosti Ivo Pilar (Biblioteka Zbornici)



Henri Mendras (1986). *Seljačka društva. Elementi za jednu teoriju seljaštva*, Zagreb: Globus



Rudolf Bičanić (1936). *Kako živi narod. Život u pasivnim krajevima*, Zagreb: Pravni fakultet Zagreb i nakladni zavod Globus

Scepticism(Epistemology)

117074

Lecturer in Charge



Prof. dr. sc.
Zvonimir Čuljak

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15
Teaching assistant	Ana Butković

Course Description

The course objectives are to inform students about the epistemological problem of skepticism through the most important skeptical views. Types of skepticism (ancient and modern skepticism), basic skeptical hypotheses and analysis of skeptical arguments and those against the skeptic will be elaborated.

Course Type

» Philosophy (Dual-major studies Study) (elective courses, 6th semester, 3rd year)

Learning Outcomes

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

1. Explain and understand the importance of the skeptical assumption in the context of justification and knowledge
2. Review and evaluate the plausibility of certain skeptical arguments
3. Relate historical and contemporary context of skeptical arguments
4. Interpret read and understand original philosophical texts
5. Review and evaluate the plausibility of certain skeptical arguments

General Competencies

After passing the exam, students will be able to: recognize the importance of skeptical arguments within the epistemological theory of knowledge and justification critically analyze and apply the philosophical arguments formulate their own philosophical views and objectively evaluate them read and understand original philosophical texts

Grading

On the basis of: (i) oral presentation grade and (ii) both tests grade/final written exam.

Week by Week Schedule

1. Introductory lecture
2. Background and importance of the skeptical assumption
3. Types of skepticism

4. Ancient (pironism, Agripa's trilemma, Sextus Empiricus) and contemporary skepticism (R. Descartes, H. Putnam)
5. Paradoxes
6. Skeptical arguments and the principle of epistemic closure
7. Argument from error
8. Test 1
9. The dream argument
10. Argument from ignorance
11. Argument from ignorance
12. Commonsense realism
13. Strategies against the skeptic
14. Contextualism
15. Test 2

Literature



Descartes, R. Meditacije o prvoj filozofiji (rukopis, priredio J. Talanga)



Prijić-Samaržija, S. i Gavran Miloš, A. (2011). Antička i novovjekovna epistemologija, Jesenski i Turk: Zagreb



Sekst Empirik (2008). Obris pironizma, KruZak: Zagreb

Scientific Research Methodology

38064



Lecturer in Charge



Doc. dr. sc.
Mladen Tomorad

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours
15
15

Teaching assistant
Doc. dr. sc. Mladen Tomorad

Course Description

The aim of the course: to develop the ability and skills associated with the basic methodology of the scientific work and research in historical sciences, to gather sources and literature relevant with the various historical topics, to review and analyse them, and to write various scientific works with the help of the IT technologies.

Course Type

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

Learning Outcomes

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

1. Reproduce methodology of the scientific work related with historical sciences
2. Explain historical sources and literature
3. Relate and reproduce types of historical sources
4. Identify and compare the various problems of the methodology in historical sciences
5. Reproduce the important selection of sources for various historical research
6. Use of tables, graphs in scientific research
7. Classify the scientific works and their structure
8. Reproduce of the main terms related with the writing of the scientific works and preparation for print
9. Use of the gained knowledge in writing of the scientific works and bibliographies
10. Identify plagiarism and know how to avoid it

General Competencies

After successful course students will be able to:

explain methodology of the scientific work related with historical sciences,
name types of historical sources and discuss sources and literature,
identify the importance of historical sources in historical research,
produce tables, graphs and databases in historical research,
define the main terms related with the writing of the scientific work and prepare it for print,
evaluate the importance of the gained knowledge and to use it in process of writing,
identify plagiarism,
name the most important institutions in which the historical sources are kept.

Grading

Class attendance 20 %;

Bibliography 20 %;

Review 20 %;

Colloquium I 20 %;

Colloquium II 20 %.

Week by Week Schedule

1. Types of historical sources. Branches of the historical sciences. Auxiliary historical sciences. Chronology and dating.
2. On-line databases. On-line journals. Browsing through the Internet. Historical topics on the Internet. Libraries.
3. Tables and graphs and their usage in scientific research.
4. Classification of the scientific works. Structure of the scientific works.
5. Basic terms. Classification of the scientific works (papers, reviews, peer-reviews, articles, books, catalogues, news). Peer-review of the manuscripts. Plagiarism.
6. The main sections of the scientific work: abstract, introduction, methods, research, results of the research, conclusion, summary, references, bibliography, footnotes, the other parts. Seminars.
7. Bibliographies, list of references: the main rules and the basic ways how to write it.
8. The historical research. How to write historical texts. Plagiarism in historical sciences.
9. Scientific footnotes: - footnotes (definition); the main international abbreviations; structure of footnotes; styles of writing footnotes (Chicago, Harvard, various variations).
10. Scientific footnotes: exercise I.
11. Scientific footnotes: exercise II.
12. Collection of historical sources.
13. Archives.
14. Museums.
15. Colloquium.

Literature



Nikolić, Z. (2008). Uvod u studij povijesti: historiografski praktikum, Zagreb



Tomorad, M. (2005). Web stranice s povijesnim sadržajima i njihova primjena u nastavi povijesti, *Povijest u nastavi*, 5 (2005), Zagreb, 51-60.



Tomorad, M. (2010). Metodologija znanstvenog rada, Zagreb: Odjel za povijest, Hrvatski studiji



Tomorad, M. (2006). Primjena informacijskih tehnologija u nastavi povijesti, *Zavičajna povijest u interkulturalnom kontekstu - Opatija*, 27-29. studenog 2003., Zagreb, 109-120.

Sectoral Public Relations

37926

Lecturer in Charge



Doc. dr. sc.
Zoran Tomić

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15
Teaching assistant	
Daria Mateljak	

Course Description

The aim of the course is to familiarize the students with the fundamentals of public relations (PR) and strategic communications in a variety of sectors: corporate and business communications, PR in government agencies and the public sector, PR in politics, the civil sector, relations with the local community, establishing communication between sectors. The students apply the theories of PR in practice, learn the differences in PR for certain sectors, the characteristics of public, external and internal relations and communication, and in particular the importance of strategic planning and resources that PR uses in practice.

Course Type

- » Communication Sciences (Dual-major studies Study) (public relations, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (public relations, 5th semester, 3rd year)
- » Communication Sciences (Study) (public relations, 3rd semester, 2nd year)
- » Communication Sciences (Study) (public relations, 5th semester, 3rd year)

Learning Outcomes

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

1. Define, distinguish and apply in practice the basic theories of PR.
2. Demonstrate knowledge and distinguish the characteristics of sectoral PR and apply the acquired knowledge specifically to each sector.
3. Apply the tools that PR uses in its work.
4. Analyze the social, economic and political context of PR.
5. Apply the learnt PR tools in practice.
6. Distinguish good from bad practice and know the relevant examples of good communication in various sectors.
7. Demonstrate progress in critical thinking and the skill of articulating problems.

General Competencies

Apply the knowledge of the basic concepts of public relations, especially in relation to the effects of sectoral PR;
Identify and describe the place and role of public relations in the society, especially sectoral PR;
Reproduce, apply and explain the basic theories of sectoral public relations;
Identify, explain and analyze the situation, innovations, challenges and problems in communicology and sectoral public relations;
Explain and critically analyze the acquired theoretical and practical knowledge.

Grading

The final grade is based on the students' activity throughout the semester, the assessment of the seminar assignment and the score in the final written exam.

Week by Week Schedule

1. Introduction to PR. Definitions, development of PR, PR role in organizations. Interactive work in teaching, group discussions to determine the initial knowledge and the understanding of the subject.
2. The role of PR. Demarcation between PR and related disciplines and sectors. The position in the dominant coalition. Professionalism.
3. PR in the corporate sector and corporate communication. The position, role, characteristics. Basics of the systems theory.
4. Practical work - analysis of a case problem from the environment.
5. PR in the corporate sector - business roles, strategies, planning in the organization.
6. Organizational dynamics and PR - building internal relations within the organization.
7. PR in politics. Rhetorical theory. PR and political campaigns.
8. Rhetorical theory and the art of persuasion. Practical work - analysis of a case problem from the environment.
9. Theory of relations. PR in the public sector. Issue management.
10. The theory of interest-influence groups. PR in the non-profit sector. Relationship between PR and activism, and the politics of pressure.
11. Communications risk management. Establishing relations with interest-influence groups. Example of a communication related to environmental issues.
12. Corporate social responsibility. Sustainability, CSR and PR. The role of communication in establishing of CSR processes. Practical assignment: instructions for writing the final paper - a critical thinking essay.
13. Corporate Social Responsibility. Sustainability, CSR and PR. The role of communication in establishing CSR processes. Professional ethics. Practical assignment - analysis of a problem case from the environment.
14. Lobbying and public affairs. The connection to PR.
15. Measurement and evaluation of the effects of PR.

Literature



Tench, R.; Yeomans, L. (2009). Otkrivanje odnosa s javnošću, Zagreb: HUOJ



Jugo, D. (2013). Strategije odnosa s javnošću, Zagreb: Profil



Holtz, S. (2011). Korporativni razgovori – vodič za provedbu učinkovite i prikladne interne komunikacije, HUOJ, Zagreb

Selections from World Literature

37854



Lecturer in Charge



Doc. dr. sc.
Dubravka Zima

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

Course Description

Given that the course in question is part of the undergraduate study, the goal of the course is to provide an introduction to the study of literature and to introduce the students to the basic concepts of the scientific study of literature, the basic concepts of literary theory and the basics of academic literacy in the study of literature.

Course Type

- » Croatian Studies (Study) (elective courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective courses, 3rd semester, 2nd year)
- » Croatian Studies (Study) (elective courses, 5th semester, 3rd year)

Learning Outcomes

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

1. Explain and provide examples for the concepts of literature, world literature and literary science,
2. Distinguish between an intrinsic and extrinsic approach to literature,
3. Recognise and explain individual literary processes,
4. Write a short basic academic text, with proper referencing and citation.

General Competencies

Explain and provide examples for the concepts of literature, world literature and literary science,

Grading

Required literature according to the detailed work plan. Seminar papers involve additional literature which is agreed upon with each student individually.

Week by Week Schedule

1. Introduction to the study of literature. Course objectives. Student obligations and tasks. Seminar assignments. The way seminar papers are written. Work Plan. Reading and required literature list.
2. The concepts of literature and world literature. Reading the text by Jonathan Culler: Literature, what is it and does it matter?

3. Work on the text: Jane Austen: Pride and Prejudice. Basic theory of the novel.
4. Work on the text: Mark Twain: Journalism in Teeneeseēju and other stories. Story, short story, very short story.
5. Work on the text: Gustave Flaubert: Madame Bovary. Introduction to literary modernism.
6. Work on the text: Jorge Luis Borges: Emma Zunz and Aleph. Introduction to literary post-modernism.
7. Work on the text: Italo Calvino: If on a Winter's Night a Traveler. Literary post-modernism.
8. Work on the text: Marina Cvetajeva. Introduction to the theory of poetry.
9. Work on the text: Bruno Schulz: The Cinnamon Shopts.
10. Work on the text: Günter Grass: The Box.
11. Work on the text: Imre Kertész: Fateless.
12. Work on the text: Salman Rushdie: Midnight's Children/ Hateship, Friendship, Courtship, Loveship, Marriage.
13. Work on the text: Liza Marklund: The Bomber.
14. Field work: theatrical performance.
15. Course evaluation. Preliminary exam.

Literature



Milivoj Solar (1977). Teorija književnosti, Školska knjiga, Zagreb



Milivoj Solar (2003). Povijest svjetske književnosti, Golden marketing, Zagreb



Jonathan Culler (2001). Književna teorija. Vrlo kratak uvod, AGM, Zagreb



Milivoj Solar Od Emme Bovary do Emme Zunz. (knjiga Nakon smrti Sancha Panze)

Semiotics in Mass Communication

86092

Lecturer in Charge



Izv. prof. dr. sc.
Danijel Labaš

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

Prerequisites
Introduction to
Communication Sciences

Course Description

The main objective of this course is to provide insight into the basic knowledge of semiotics, with special reference to its interdisciplinary nature, understanding it as a point of blending of life sciences and the science of signs (T. Sebeok). The specific objective of the course is to prepare students to understand semiotics as a science, general semiosis and communication systems, as is reflected in the broad range - from everyday communication over a public (and mass) communication to the aesthetic structure of language, image and sound signals - in order to evolve a character into a sign and recognize opportunities of semiotic interpretation of texts of all kinds of media (print media in general, front pages, promotions, photos, music, film).

Course Type

- » Communication Sciences (Dual-major studies Study) (required course, 3rd semester, 2nd year)
- » Communication Sciences (Study) (required course, 3rd semester, 2nd year)

Learning Outcomes

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

1. Analyze and compare historical development of semiotics and its content
2. Explain basic author approach to semiotics and basic concepts such as sign and symbol
3. Argue importance of familiarity with knowledge of semiotics in the study of communication sciences
4. Describe the role of signs and symbols in everyday life;
5. Analyze and interpret signs and symbols in print media, promotional materials and photography
6. Use the acquired knowledge on semiotic interpretation of mass media
7. Estimate quality and capabilities of application of stereotypes and manipulation through media
8. Analyze in critical manner the media content from the semiotic point of view
9. Argue the reasons for importance to be familiar with semiotics of mass media

General Competencies

Students will learn about the semiotic point of view at the human being who is animal symbolicum - a being of symbol, because human is the only one with the opportunity and ability to create symbols and think and live in a world of symbols. Since the language, myth, art, religion and media are parts of that universe, and symbols become part of human communication, students will be trained not only to notice, but also correctly interpret the various signs and symbols conveyed to us daily by the media in different social and cultural environments. Students will be capable of arguing the reasons why it is necessary to have knowledge about the semiotics of mass media, and will develop skills of critical perception, presentation and analysis of media ranging from printed media to new media through which signs and symbols can be created, but also to manipulate, stereotype and ideologize modern society .

Grading

10% attendance, 10% active taking part in discussions for blog work, 80% colloquia and/or exam.

Week by Week Schedule

1. Introductory lecture and introduction to the subject course, presentation of required reading and duties
2. History of semiotics I
3. History of semiotics II
4. Sign, symbolism, symbols, meaning;
5. Semiosys. Semiotics: systems of symbols and communication process;
6. Language and language codes;
7. Semiotics of media;
8. Semiotics of (newspaper) text;
9. Semiotics of television;
10. Semiotics of (daily) newspaper;
11. Semiotics of photography;
12. Semiotics of film;
13. Semiotics of commercials;
14. From a sign to a symbol: communication role a symbol has in mass media.
15. Review of the exam material

Literature



BARTHES, R., Mitologije, Pelago, Zagreb 2009



JOHANSEN, J. D. LARSEN, S. E., Uvod u semiotiku, Croatia liber, Zagreb 2000



NÖTH, W., Priručnik semiotike, Ceres, Zagreb 2004, (59-130; 467-511)



LABAŠ, D., - MIHOVILOVIĆ, M., Masovni mediji i semiotika popularne kulture, Kroatologija, 2 (2011)1, 95-122

Social Ecology

37771



Lecturer in Charge



Izv. prof. dr. sc.
Vladimir Lay

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

Teaching assistant

Izv. prof. dr. sc. Vladimir Lay

Course Description

Basic objectives of the course are to give knowledge (accomplishments) and comprehension on:

1. Elementary concepts of social ecology;
2. Fundamental problems on the organisation of survival in the conditions of endangering natural basis of life on the planetary level;
3. Concept of quality of living;
4. Concept and issues of sustainability and sustainable development;

Along with these above mentioned objectives, the final thematic block has an intention to give students comprehension on:

5. Environmental peculiarities and excellence of Croatia in the European context;
6. Phenomena and issues of (un)sustainable development of Croatia;
7. National interests of the development of Croatia, through the prism of the concept of sustainable development;

The course also encompasses some elements of support in building a modern, towards affirmation of life, oriented worldview, and is critical to the civilisation of death and modern forms of destruction, and self-destruction of life.

Course Type

» Sociology (Study) (elective courses I., 1st semester, 1st year)

Learning Outcomes

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

1. Describe modern social and ecological processes in modern world;
2. Apply acquired knowledge (accomplishments) and comprehension in organisation of one's own forms of behaviour toward environment and life;
3. Develop one's own mental map of social and ecological structure of modern world;
4. Analyze contemporary social and ecological, as well as developmental, problems in contemporary Croatia and the world;

5. Estimate one's own value orientation and worldview, the idea of which is the guidance of life affirmation;
6. Demonstrate acquired knowledge (accomplishments) to other (young) people who do not have opportunity to attend this course;
7. Apply knowledge (accomplishments) in different life situations.

General Competencies

Use the general knowledge of society and of social processes.

Explain causal relationships between the various social phenomena.

Explain the key structural factors that are shaping society.

Illustrate the social questions in the context of social class, ethnicity, gender, religion, capitalism, individualization, nationalism and globalization.

Grading

Emphasis is on oral examinations with the duration of about 30 minutes per candidate. As there are only about 20 students in total, they are monitored individually – tutorial guidance.

Seminars are graded on the part of all attendees. Maximum of tolerated nonappearance is 3x (1/5). Continual record-keeping of attendance is managed.

Week by Week Schedule

1. Basic concepts of Social Ecology 1: oikos, oikonomia, growth, growth limits, development and progress.
2. Basic concepts of Social Ecology 2: quality of living, network of life, sustainability, sustainable development.
3. Basic concepts of Social Ecology 3: eco-centrism, bio-centrism, anthropocentrism.
4. Climate changes as anthropogenic sociological and ecological processes.
5. Climate changes in Croatia – analysis of public policy.
6. Processes of degradation of planetary biodiversity caused by the development.
7. Processes of endangering world drinking water reserves.
8. Modern forms of attack on life.
9. Concept of quality of living: dimensions, indicators, variables / history of concepts and range.
10. Analysis of results of research of the quality of living in Croatia and EU.
11. Analysis of the results of research of the development of Croatia and EU, on the basis of HDI (Human Development Index).
12. Concept of integral sustainability and sustainable development.
13. National interests of the development of Croatia through the prism of the concept of sustainable development.
14. Ecological peculiarities of Croatian excellence in the European context.
15. Final topic – Sustainability of Croatian society? – student panel discussion.

Literature



Akademik dr. sc. Ivan Cifrić:
Leksikon socijalne
ekologije, Školska knjiga,
Zagreb, 2012



Dr. sc. Vladimir Lay i dr. sc.
Dražen, Šimleša: Nacionalni
interesi razvoja Hrvatske
kroz prizmu koncepta
održivog razvoja, Institut
Pilar, Zagreb, 2012



Dr. sc. Vladimir Lay, dr. sc.
Krešimir Kufrin, Jelena
Puđak: Kap preko ruba
čaše- klimatske promjene
svijet i Hrvatska, UNDP -
Hrvatska i Hrvatski centar
Znanje za okoliš, Zagreb,
2008

Social Pathology

37788

Lecturer in Charge



Izv. prof. dr. sc.
Irena Cajner
Mraović

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

Teaching assistant

Izv. prof. dr. sc. Irena Cajner
Mraović

Course Description

The main goal is to enable students studying different types of deviant behaviour and on the basis of that understanding the key concepts explaining deviance. Students will adopt interdisciplinary approach explaining deviant behaviour and study methodology and results of recent research in the field of social pathology. The final goal is to enable students for practical use of their theoretical knowledge, particularly in the field of relevant research as well as in creating public policies.

Course Type

- » Sociology (Study) (elective courses (2), 1st semester, 1st year)
- » Sociology (Study) (elective courses (2), 3rd semester, 2nd year)
- » Sociology (Study) (elective courses (2), 5th semester, 3rd year)

Learning Outcomes

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

1. Explain the subject, objective and purpose of social pathology as empirical science.
2. Illustrate historical development of thought and research in the field of social pathology.
3. Differentiate forms of deviant behaviour in relation to gender.
4. Interpret drugs and alcohol addiction in relation to certain crimes.
5. Demonstrate different concepts explaining deviant behaviour.
6. Analyze social role of deviants and deviance.
7. Classify sources of deviance.
8. Differentiate forms of deviant behaviour in different social context.
9. Compare social and situational approach to prevention of deviance.

General Competencies

Illustrate the social questions in the context of social class, ethnicity, gender, religion, capitalism, individualization, nationalism and globalization.
Explain the origin of social problems and conflicts while bearing in mind the ways in which the social order is maintained, and is challenged.
Explain causal relationships between the various social phenomena.
Plan own engagement in resolving of the various social issues.
Explain the key structural factors that are shaping society.

Grading

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

Week by Week Schedule

1. introduction.
2. Definition, subject, objective, purpose and methodology of social pathology and its relation to criminology and other relevant science. Basic terms and concepts.
3. Historical development of socio-pathological thought and research.
4. Crime and deviance in relation to sex.
5. Relation between crime and deviance. Recidivism.
6. Alcohol and drug abuse in relation to crime.
7. First colloquium.
8. SEMINAR: Conceptions of deviance.
9. SEMINAR: Consumerism and deviance.
10. SEMINAR: Deviance.
11. SEMINAR: Deviance in sport.
12. SEMINAR: Institutional deviance.
13. Prevention of deviance. Rational choice theory. Social control theory.
14. Second colloquium.
15. Final remarks.

Literature



Singer, M., Kovčo Vukadin, I., Čajner Mraović, I. (2002): Kriminologija. Globus, Zagreb.



Higgins, P., Mackinnon, M., (2008) Thinking about Deviance. A Realistic Perspective. Second edition. Plymouth, UK: Rowmann & Littlefield Publishers.

Social Psychology

37767

Lecturer in Charge



Prof. dr. sc.
Renata Franc

ECTS Credits	5.0
English Level	L1
E-learning Level	L2
Study Hours	30
	15

Teaching assistant
Prof. dr. sc. Renata Franc

Course Description

The students gain an understanding of the basic psychosocial process, theory, and key research and measurement procedures in the field of social cognition and perception, attitudes, prejudices, the self, social influence, group process and to develop students' ability evaluation thereof.

Course Type

- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Sociology (Study) (required course, 4th semester, 2nd year)

Learning Outcomes

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

1. Explain the fundamental concepts, theories and key research in the field of social cognition and perception, attitudes and prejudice, self, social influence and group process.
2. Evaluate different approaches in the field of social cognition and perception, attitudes and prejudice, self, social influence and groups and group process.
3. Conduct simple analyses or research study on social psychology topic.
4. Apply knowledge from the field of social cognition and perception, attitudes and prejudice, self, social influence, groups and group process.

General Competencies

Apply knowledge and understanding of concepts and theories in the field of social cognition and perception, attitudes, prejudices, self, social influence and group process. Critically evaluate theoretical approaches and research methods.

Learning outcomes:

2. Integrate the knowledge of the fundamental psychological processes and characteristics (perception, memory, learning, motivation, emotions, personality, and social behaviour).
9. Evaluate scientific knowledge for the purpose of generating research hypotheses and support the scientific approach to the acquirement of knowledge.

Grading

Class attendance and participation - 10%;

Research study and presentation - 10%;

Two colloquia - 80%.

A test of knowledge through two colloquia will be organized (in case of non-passing or unsatisfactory achievement on colloquia students can take the final exam, which, by volume, the content and the corresponding ECTS meets the colloquia.

Week by Week Schedule

1. Presentation of the course organization ,
2. The definition of social psychology
3. The methodology of social psychology - observation, correlational research, experimental research
4. Social cognition : automatic and controlled thinking, schemes, heuristics
5. Social perception - non-verbal communication and first impressions
6. Social perception - attribution theories and biases,
7. The Self
8. Structure and function of attitudes
9. Attitude change and relation between attitudes and behavior
10. Prejudice - definition of the main concepts (prejudice, stereotypes, discrimination), sources and causes of prejudice,
11. Prejudice reduction
12. Social influence, informational and normative, conformity,
13. Social influence - Obedience To Authority
14. Group structure and process
15. Leadership in groups

Literature



Aronson, E., Willson, T.D. i Akert, R.M. (2005). *Socijalna psihologija*. Zagreb: MATE.

Sociological Theory 1

46228



Lecturer in Charge



Prof. dr. sc.
Ivan Markešić

ECTS Credits	7.0
English Level	L1
E-learning Level	L1
Study Hours	30
	30

Lecturer
Andreja Sršen, dr. sc.

Teaching assistant
Andreja Sršen, dr. sc.

Prerequisites
Systematic Sociology 2

Course Description

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

Course Type

- » Sociology (Dual-major studies Study) (required course, 4th semester, 2nd year)
- » Sociology (Study) (required course, 4th semester, 2nd year)

Learning Outcomes

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

1. Define social issues as research topics.
2. Evaluate different teoretical approaches.
3. Demonstrate conceptual basics of independent research.
4. Relate different approaches in solving of theoretical issues.
5. Modify and integrate actual social theories and write complex scientific papers.
6. Evaluate and judge critically and connect different theoretical approaches.

General Competencies

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

Grading

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

Week by Week Schedule

1. Introduction to sociological theories.
2. Auguste Comte.
3. Herbert Spencer.
4. Emile Durkheim I.
5. Emile Durkheim II.
6. Karl Marx I.
7. Karl Marx II.
8. Max Weber I.
9. Max Weber II.
10. Georg Simmel.
11. Karl Mannheim.
12. Critical theory.
13. Talcott Parsons I.
14. Talcott Parsons II.
15. Robert King Merton.

Literature



Cvjetičanin, Veljko i Rudi Supek (2003) Emile Durkheim i francuska sociološka škola, Sociološka hrestomatija. Zagreb: Naklada Ljevak (str. 7-100; 186-324).



Durkheim, Emile (1999) Pravila sociološke metode. Zagreb: Naklada Jesenski i Turk: Hrvatsko sociološko društvo (str. 21-56; 89-130).



Đurić, Mihailo (1987) Sociologija Maxa Webera, Sociološka hrestomatija. Zagreb: Naprijed (str. 7-198).



Kalanj, Rade (2005) Suvremenost klasične sociologije. Zagreb: Politička kultura.



Katunarić, Vjeran (1990) Teorija društva u Frankfurtskoj školi, Sociološka hrestomatija. Zagreb: Naprijed (str. 7-134; 156-207).

Sociological Theory 2

46229

Lecturer in Charge



Prof. dr. sc.
Ivan Markešić

ECTS Credits 7.0

English Level L1

E-learning Level L1

Study Hours
30
30

Teaching assistant
Andreja Sršen, dr. sc.

Prerequisites
Sociological Theory I

Course Description

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

Course Type

- » Sociology (Dual-major studies Study) (required course, 5th semester, 3rd year)
- » Sociology (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Define concepts of sociological theories established in 1960s and 1970s.
2. Explain three main theoretical approaches: symbolic interactionism, phenomenology and exchange theory.
3. Use aquired analytical tools for understanding of social phenomena.
4. Apply all mentioned sociological theories.
5. Combine sociological theories and write complex science papers.
6. Evaluate approaches and individual interpretations of sociological theories.

General Competencies

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

Grading

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

Week by Week Schedule

1. Introduction to the course.
2. Spiritual ground of symbolic interactionism.
3. George Herbert Mead.
4. Erving Goffman.
5. Howard Becker.
6. Alfred Schütz.
7. Peter L. Berger/Thomas Luckmann.
8. Harold Garfinkel.
9. George Homans.
10. Michel de Certeau.
11. Norbert Elias.
12. Alain Touraine.
13. Feminist theories.
14. Thomas Kuhn.
15. Marxist sociology in east Europe and Croatia.

Literature



Becker, Howard (2011[1973])
Preispitivanje teorije
etiketiranja. Amalgam, 5:
99-119.



Certeau, Michel de (2002)
Invenicija svakodnevice.
Zagreb: Naklada MD (7-95).



Elias, Norbert (1996[1939])
O procesu civilizacije:
Sociogenetska i
psihogenetska istraživanja.
Zagreb: Antibarbarus (str. 7-
98; 457-538).



Berger, Peter L. i Thomas
Luckmann (1992[1966])
Socijalna konstrukcija zbilje.
Zagreb: Naprijed (str. 7-64).



De Beauvoir, Simone
(2006[1949]) Drugi spol, u:
Žene i filozofija, Nadežda
Čačinović (ur.). Zagreb:
Centar za ženske studije
(str. 135-162).

Sociology of Art

28878



Lecturer in Charge



Izv. prof. dr. sc.
Snježana Čolić

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

Course Description

To provide the basic knowledge on relationship between art and society, and to secure an insight into the investigative continuity in this specific field of research.

Course Type

- » Sociology (Study) (elective courses (2), 1st semester, 1st year)
- » Sociology (Study) (elective courses (2), 3rd semester, 2nd year)
- » Sociology (Study) (elective courses (2), 5th semester, 3rd year)

Learning Outcomes

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

1. Use basic concepts and terms of the sociology of art.
2. Use meanings of cultural production.
3. Define art as collective action.
4. Explain different practices of evaluation and criticism of art.
5. Explain deviant and activist art.
6. Explain performative art/art performanse.

General Competencies

Upon successfully passed exam, students will be able to:
Use the general knowledge of society and of social processes.
Explain the initial assumptions of the different cultural orientations.
Illustrate the relevancy of the concepts of culture in interpreting of the social phenomena.

Grading

Final oral and written exam.

Week by Week Schedule

1. Introduction to course
2. Sociology of art and sociology of culture
3. What is Art and how do we do a sociology of art
4. Cultural Production
5. Popular culture vs. "high" culture

6. Art as collective action
7. Artistic careers
8. Style in the arts
9. Evaluation and criticism of art
10. Artistic performance and performance art
11. Art and deviance/deviant art
12. Art and politics/ art and the State
13. The future of art and cultural production
14. Art and hegemony
15. Repetitions, exam preparations

Literature



Arnold Hauser: Sociologija umjetnosti I (str. 242-257); Sociologija umjetnosti II (str. 176-220), Školska knjiga, Zagreb, 1986.



Jukka Gronow: Sociologija ukusa, Hrv. soc. društvo & Jesenski i Turk, Zagreb, 2000.



Norbert Elias: Mozart – sociologija jednog genija, Jesenski i Turk, Zagreb, 2007.



Mario De Micheli: Umjetničke avangarde XX. st., Matica hrvatska, Zagreb, 2007.



Ludwig Giesz: Fenomenologija kiča, Bigz, Beograd, 1979

Sociology of Consumption

84508



Lecturer in Charge



Izv. prof. dr. sc.
Krešimir
Peračković

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

Course Description

To introduce students with the sociological approach of consumption as a social process, consumers as a social group and the market as a social relation;

Gaining knowledge of basic concepts in the sociology of consumption and theories of consumer society and their operationalization in empirical research on the structure of consumption and consumer segmentation process.

Course Type

- » Sociology (Study) (elective courses (2), 1st semester, 1st year)
- » Sociology (Study) (elective courses (2), 3rd semester, 2nd year)
- » Sociology (Study) (elective courses (2), 5th semester, 3rd year)

Learning Outcomes

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

1. Resume theoretical concepts and empirical models in the sociology of consumption as a new specialist sub-discipline of sociology;
2. Defend theoretical conceptualization and operationalization of key concepts.
3. Use knowledge from other sciences about consumption (economy, psychology, demography).
4. Prepare the draft research about consumer culture and society.
5. Use knowledge for basic analysis of consumption structure.
6. Explain socio-demographic and psychological aspects of consumption.
7. Analyze social roles in process of consumption.

General Competencies

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.

Explain the difference between micro and macro level of the sociological analysis.

Grading

Class attendance, participation in discussions, final written exam.

Week by Week Schedule

1. Keynote lecture: What is consumption and subject discipline
2. The concept of the market in classical sociology
3. Socio -demographic aspects of consumption
4. Psychological approaches to consumption
5. Market, market society and the process of marketisation
6. Commodification process
7. The basic characteristics of the consumer society and culture
8. Theorists of the sociology of consumption
9. Consumption, purchase, trade: social roles in the process of consumption
10. Brands and experience as a commodity
11. Selected Topics in Sociology of consumption
12. Empirical analysis: changes in the structure of consumption
13. Consumerism -ideology of consumption
14. Shopping center - a combination of rational and irrational
15. Final lecture and discussion

Literature



Lipovetsky, G. (2009)
Paradoksalna sreća: Oglad o
hiperpotrošačkom društvu,
Zagreb, Antibarbarus.



Čolić, S. ur. (2013)
Potrošačka kultura i
konzumerizam, Zagreb,
Institut društvenih znanosti
Ivo Pilar.



Peračković, K. (2008)
Društvo i (ili) tržište
Sociološka konceptualizacija
procesa marketizacije
društva, Društvena
istraživanja, 17/6; 975-998.



Čolić, S. (2008)
Sociokulturni aspekti
potrošnje, potrošačke
kulture i društva,
Društvena istraživanja, 17/6;
953-973.

Sociology of Croatian Society 1

37766

Lecturer in Charge



Izv. prof. dr. sc.
Vladimir Lay

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

Course Description

Sociology of Croatian Society 1 is the first of five steps during the whole of the study that is directed to acquiring knowledge (accomplishments) on the structures and processes within the Croatian society, from the sociological standpoint. From this basic thesis follow elementary objectives:

1. Give students knowledge (accomplishments) on the social structure of the Croatian society and the processes unfolding within this structure, since 1990 to the present moment
2. Give students knowledge (accomplishments) and insights on the dominant processes in the Croatian society, from 1990 to the present moment.
3. Elaborate forms of social disintegration, vertical (social strata) as well as horizontal (regions and micro-regions of Croatia) – on this occasion explain specially:
 - a. the phenomenon of corruption as a destroyer of every society, and so the Croatian society;
 - b. development trends of the quality of life in Croatia and the process of massive impoverishment of people within the Croatian society, in modern neo-liberal, planetary political and economic context, and
 - c. processes of weakening of the human production substance of the Croatian society, from 1990 up to the present moment.
4. Introduce the students with historical and present Croatian regions;
5. Give empirical knowledge on the relation of the centre and periphery in Croatia;
6. Elaborate the concept and practice of the Croatian social identity, and give them knowledge on the topic – Globalisation disrupts local identity;
7. Give knowledge on the topic – Political sustainability as inwardly shaped identity (example Croatia).

Course Type

- » Sociology (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)

- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (required course, 1st semester, 1st year)

Learning Outcomes

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

1. Define modern processes in contemporary Croatia.
2. Apply internalised knowledge and skills into daily basis behaviour.
3. Analyze modern processes in dynamics of the Croatian society.
4. Develop personal mental map of organization of the Croatian society.
5. Develop personal value orientation towards the Croatian society.
6. Develop the aspiration for further learning about the Croatian society.
7. Outline internalised knowledge to other people.

General Competencies

Use the general knowledge of society and of social processes.

Explain causal relationships between the various social phenomena.

Explain the key structural factors that are shaping society.

Illustrate the relevancy of the concepts of culture, socialization, stratification, social structure and social institutions in interpreting of the social phenomena.

Grading

Annotation/Commentary: Emphasis is put on seminar papers and the preliminary exam, and especially on the final oral exam with the duration of about 30 minutes per candidate. As there are about 50-60 students in total, we cannot offer an individual supervisor guide to each student. The maximum of discontinued attendance is 3x. The record-keeping of attendance is continual.

Week by Week Schedule

1. Social structure of the Croatian society – fundamental strata characteristics;
2. Shifts in the Croatian social structure, from 1990 to the present moment;
3. Basic forms of vertical and horizontal social disintegration of the Croatian society, from 1990 to the present moment;
4. Processes of massive impoverishment - causes and consequences;
5. Processes of unemployment increase of the youth in Croatia – structurally developmental indicator;
6. Weakening of the Croatian human production substance, from 1990 to the present moment;
7. Main Croatian regions and their characteristics (historically and the present moment);
8. Case study Slavonia;
9. The relation of the centre and periphery in Croatia;

10. Croatian modern centralism and ways to decentralisation;
11. Croatian identity, What is that?
12. Globalisation as a process of violating local identities;
13. Political sustainability as internally formed identity (analysis of the position of Croatia within the EU);
14. Comparative analysis of social processes in the EU and Croatia (fluctuation of the GNP, quality of life, human development index);
15. Unemployment, number of highly educated people, demographic fluctuations.

Literature



Zoran Malenica: Ogledi o hrvatskom društvu - Prilog sociologiji hrvatskog društva, Golden Marekting - Tehnička knjiga, Zagreb, 2007.



Ivan Rogić i Maja Štambuk: Duge sjene periferije, Prinos revitalizaciji hrvatskog ruba, Institut društvenih znanosti Ivo Pilar, Zagreb, 1998, Biblioteka zbornici, knjiga 4.



Časopis Društvena istraživanja 1 /1992, Tematski broj: Država, regije, regionalni razvoj, Zagreb, Institut društvenih znanosti Ivo Pilar, Zagreb,1992.



Vladimir Lay i Dražen Šimleša: Nacionalni interesi razvoja Hrvatske kroz prizmu koncepta održivog razvoja, Institut Pilar, Zagreb, 2012.



Mirko Marković, Hrvatske pokrajine, Jesenski Turk, Zagreb, 2003.

Sociology of Croatian Society 2

37769



Lecturer in Charge



Prof. dr. sc.
Ankica Marinović

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

Teaching assistant
Branko Ančić, dipl. soc.

Course Description

The aim of the course is to acquaint students with the changes related to religion in the context of Croatian society. It introduces them to the basic concepts in the sociology of religion and to gain an insight into the empirical research of religiosity in the Croatian society.

Course Type

- » Sociology (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (required course, 2nd semester, 1st year)

Learning Outcomes

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

1. Apply basic terms in the field of sociology of religion.
2. Explain basic theories in sociology of religion.
3. Analyze religion and religiosity in the Croatian society
4. Analyze relationship between church and state.
5. Describe new religious movements
6. Outline religion and education.
7. Analyze religion, gender and sexuality.

General Competencies

Upon successful passed exam, students will be able to:

Use the general knowledge of society and of social processes.

Explain the initial assumptions of the different religious orientations.

Explain the key structural factors that are shaping society.

Illustrate the social questions in the context of religion.

Grading

Class attendance and participation in discussion (10 points);

Presentation (30 points);

Coloquium 1 (80 points);

Colloquium 2 80 points.

Week by Week Schedule

1. Introduction. Basic concepts.
2. Religion and sociology.
3. Basic theories in sociology of religion.
4. Religion and religiosity in the Croatian society before and after socialism.
5. Religion and religiosity in the Croatian society - between traditional and individual.
6. Religion and religiosity in the Croatian society - sustainable change.
7. Relationship between church and state.
8. Coloquium 1.
9. Alternative religiousness.
10. New religious movements 1.
11. New religious movements 2.
12. Religion and education.
13. Religion, gender and sexuality.
14. Coloquium 2.
15. Final remarks.

Literature



Ančić, Branko; Puhovski, Tamara. 2011. Vjera u obrazovanje i obrazovanje u vjeri. Stavovi i iskustva nereligioznih roditelja prema religiji i vjeronauku u javnim školama u Republici Hrvatskoj. Zagreb: Forum za slobodu odgoja



Ančić, Branko. 2008. Bahai religion as a new religious movement



Furseth, Inger; Repstad, Pal. 2006. An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives. Burlington: Ashgate Publishing Limited. str. 1-28



Haralambos, Michael; Holborn, Martin. 2002. Sociologija: teme i perspektive. Zagreb: Golden Marketing - Tehnička knjiga. str. 431-501



Hunt, Stephen J. 2003. Alternative Religions. A Sociological Introduction. Burlington: Ashgate Publishing Limited. str. 1-56.

Sociology of Croatian Society 3

46281

Lecturer in Charge



Izv. prof. dr. sc.
Irena Cajner
Mraović

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

Course Description

Introduce the main phenomenological features of juvenile delinquency with particular emphasis on territorial approach.

Understanding public policies regarding juvenile delinquency in Croatia as well as in some other countries with particular emphasis on juveniles' privileged position in the Croatian and international criminal law.

Understanding juvenile delinquency etiology.

Understanding relations between social context, juvenile delinquency and social responses.

Course Type

- » Sociology (Dual-major studies Study) (required course, 5th semester, 3rd year)
- » Sociology (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Use terminology relevant for juveniles' privileged position in the Croatian criminal law.
2. Explain minimum age for criminal responsibility in the Croatian society.
3. Combine classical and modern approach in sociology of adolescence.
4. Identify juvenile behaviour disturbances.
5. Analyze risk and protective factors of juvenile delinquency in Croatia.
6. Recognize trends in juvenile delinquency in Croatia and other countries.
7. Explain some special features of criminal proceedings regarding to juvenile offenders in Croatia.
8. Relate all relevant international documents and the Croatian juvenile criminal law.

General Competencies

Illustrate the social questions in the context of social class, ethnicity, gender, religion, capitalism, individualization, nationalism and globalization.

Explain the origin of social problems and conflicts while bearing in mind the ways in which the social order is maintained, and is challenged.

Explain causal relationships between the various social phenomena.

Plan own engagement in resolving of the various social issues.

Explain the key structural factors that are shaping society.

Grading

1. colloquium 25%;

2. colloquium 25%;

Written seminar 25%;

Active participation in seminars 25%.

Week by Week Schedule

1. Introduction. Basic terms and concepts.
2. Controversial issues in juvenile delinquency.
3. Modern sociological perspectives on adolescence.
4. Special features of juvenile delinquency in Croatia.
5. Behavioural disturbances in juveniles - phenomenological and etiological approach.
6. Risk and protective factors - the Croatian and international comparative research.
7. Risk and protective factors - the Croatian and international comparative research.
8. Trends in epidemiology of juvenile delinquency.
9. First colloquium.
10. Some special features of criminal proceedings for juveniles.
11. Privileged juveniles' position in the Croatian criminal proceedings.
12. Educational measures.
13. Juvenile prison.
14. Second colloquium.
15. Final remarks.

Literature



Cajner Mraović, I. (2011) Etiologija i fenomenologija maloljetničke delinkvencije. Skripta za predmet Sociologija hrvatskoga društva 3: Društvo i maloljetnička delinkvencija.



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



Cvjetko, B., Singer, M. (2011) Kaznenopravna odgovornost mladeži u praksi i teoriji. Zagreb: Organizator.



Cajner Mraović, I. (2005) Neke aktualne dileme i kontroverze o nasilju mladih.

Sociology of Croatian Society 4

46282

Lecturer in Charge



Izv. prof. dr. sc.
Mladen Puškarić

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

Course Description

Introduce the students to the process of globalization and its impact on the society. Globalization is a process the effects of which are felt in all areas of life. A large number of authors associate the globalization with new political architecture of the world and the overall U.S. monopoly in it. The globalization process strongly influences the social, political and economic situation in Croatia, because Croatia as a democratic society is open to all positive and negative impacts in the environment. The process of globalization is over three thousand years old and has changed its characteristics. The modern globalization came into force after the collapse of the communist system in Europe and the involvement of communist China into the global economic system. The globalization is a social phenomenon that has positive and negative effects and strongly influences the change of the place and role of the nation state in the modern society.

Course Type

- » Sociology (Dual-major studies Study) (required course, 6th semester, 3rd year)
- » Sociology (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Analyze the process of globalization
2. Recognize the fundamental characteristics of the process of globalization
3. Apply the acquired knowledge to understand relationships in the modern world
4. Explain all the positive and negative effects of the privatization process
5. Describe the effects of globalization on the nation state
6. Indicate positive and negative effects of the globalization process
7. Connect the process of globalization with the current social changes
8. Compare the effects of globalization in different parts of the world
9. Raise the awareness about the effects of globalization on individuals and the society
10. Use the acquired knowledge in the presentation of topics related to globalization

General Competencies

The students will be able to:

- Use general knowledge about the society and social processes;
- Plan their own engagement with the aim of aligning global and local problems;
- Apply general knowledge of the society and social processes;
- Present key structural factors that shape society;
- Explain social change through the classical and contemporary sociological approaches;
- Analyze personal and local social issues;
- Present the origin of social conflicts and problems;
- Choose an appropriate methodological approach;
- Use the highest ethical standards;
- Write a comprehensive research report.

Grading

Written exam, term exam, seminar, presentation

Week by Week Schedule

1. Globalization
2. Introduction in Globalization
3. The History of Globalization
4. Transfer of Economic and Political Power
5. Arhaic Globalization
6. Proto Globalization
7. Modern Globalization
8. Postcolonial Globalization
9. What is Globalization?
10. Policentric Worl Politics
11. Hegemony of New Type
12. Globalization and Transition
13. Globlization and National State
14. Globalization and Regionalization
15. Globalization and Wellfare State

Literature



Hirst, Thomson (2001).
Globalizacija, Zagreb



Anđelko Milardović (1999).
Globalizacija, Pan Liber

Sociology of Culture

51215

Lecturer in Charge



Izv. prof. dr. sc.
Snježana Čolić

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

Course Description

To provide the basic knowledge on relationship between culture and society, and to secure an insight into the investigative continuity in this specific field of research.

Course Type

» Sociology (Study) (elective courses I., 2nd semester, 1st year)

Learning Outcomes

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

1. Apply theoretical sociological approach in empirical research.
2. Explain basic terms and elements of the concept of culture.
3. Explain cultural diversity and universality.
4. Explain how culture leads to social change.

General Competencies

Upon successfully passed exam, students will be able to:
Use the general knowledge of society and of social processes.
Explain the initial assumptions of the different cultural orientations.
Illustrate the relevancy of the concepts of culture in interpreting of the social phenomena.

Grading

Final oral and written exam.

Week by Week Schedule

1. Introduction to the sociology of culture
2. The definition of culture
3. The production, distribution and reception of culture
4. Mass culture
5. The social constitution of meaning of cultural subjects
6. Culture and stratification
7. Cultural hegemony and cultural resistance
8. Construction of cultural identities

9. Postmodern culture
10. Semiotic studies of culture
11. Culture as institution
12. How cultures constitute individuals and collectivities
13. Structure, culture and action
14. Culture and transformation - how culture leads to social action
15. Repetitions, preparing the exam

Literature



Max Weber: Protestantska etika i duh kapitalizma, Misl, Zagreb, 2006.



Georg Simmel: Kontrapunkti kulture, Jesenski i Turk i HSD, Zagreb, 2001. (1. poglavlje od 23-111 str.)



Snježana Čolić: Kultura i povijest / Socio-kulturno antropološki aspekti hijerarhizacije kulture, Hrvatska sveučilišna naklada, Zagreb, 2002. - „Sociokulturni aspekti potrošnje, potrošačke kulture i društva“, Društvena istraživanja, br. 6 (98) / 2008 (953-973)



M. Haralambos i M. Holborn: Sociologija, Golden marketing, Zagreb, 2002. (poglavlje 12. „Kultura i identitet“ /str. 884-933 i poglavlje 13.)



Jean Ziegler: Imperij srama, Izvori, Zagreb, 2007

Sociology of Dying and Death

117156



Lecturer in Charge



Prof. dr. sc.
Ivan Markešić

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

Course Description

The goal of the course is to acquaint students with the emergence and development of the sociology of death and dying, with the basic terms of the field, main representing authors and with the sociological understanding of death and its meaning in the contemporary Croatian society.

Course Type

- » Sociology (Study) (elective courses (2), 2nd semester, 1st year)
- » Sociology (Study) (elective courses (2), 4th semester, 2nd year)
- » Sociology (Study) (elective courses (2), 6th semester, 3rd year)

Learning Outcomes

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

1. Explain basic concepts related to death and dying according to the most influential sociological, philosophical and religious theories.
2. Explain current social debates related to topics of death and dying.
3. Assemble and combine classical and modern sociological approaches to death.
4. Explain difference between death and dying as traditionally different concepts.
5. Reconstruct the different sociological approaches to the topic of death and dying.
6. Evaluate social function of traditional and contemporary approach to death and dying.

General Competencies

Use the general knowledge of society and of social processes.
Explain the key structural factors that are shaping society.

Grading

1. Written exam: 60%;
2. Seminar paper: 30%;
3. Oral exam: 10%.

Week by Week Schedule

1. Social meaning of death
2. Death and society (historical overview)
3. Social history of death
4. Awareness of death and ideology of death
5. Legal, ethical, religious and other ways of relations towards death and dying
6. Dying: biological and medical aspects
7. Social and physical dying
8. Institutionalization, bureaucratization and professionalization of death
9. Social consequences of prolonged life expectancy
10. "Beautiful death", eutanasia and assisted death
11. Suicide
12. Killing other people, Collective killing (war)
13. Funeral, grief
14. Media and notification on death
15. Future of death and dying

Literature



Kamerman, Jak / College, Kean (1988) *Death in the Midst of Life: Social and Cultural Influences on Death*, Pearson



Kastenbaum, Robert J. (2012) *Death, Society and Human Experience*, 11/E, Pearson



Klaus Feldmann (2010) *Tod und Gesellschaft. Sozialwissenschaftliche Thanatologie im Überblick*; 2., überarbeitete Auflage. VS Verlag für Sozialwissenschaften | Springer Fachmedien Wiesbaden GmbH



Knoblauch, Hubert / Zingerle, Arnold (Hg.) (2005) *Thanatosoziologie. Tod, Hospiz und die Institutionalisierung des Sterbens*. Berlin, Duncker & Humblot



Lafontaine, Céline (2010) *Die postmortale Gesellschaft*. Wiesbaden, VS Verlag für Sozialwissenschaften

Sociology of Health and Illness

52487

Lecturer in Charge



Izv. prof. dr. sc.
Živka Juričić

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

Course Description

The aim is to familiarize students with specific, distinctive characteristics and way of functioning of the growing importance of social subsystems - the health care system in the new socio-political and technological-scientific context.

Course Type

- » Sociology (Study) (elective courses (2), 1st semester, 1st year)
- » Sociology (Study) (elective courses (2), 3rd semester, 2nd year)
- » Sociology (Study) (elective courses (2), 5th semester, 3rd year)

Learning Outcomes

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

1. Explain the changes that occur in the modern market of medical services.
2. Develop a critical attitude towards the new social facts which constitute a serious threat to the health and effective treatment.
3. Demonstrate strong and coherent arguments of a new health policy.
4. Assess the validity of any ideas and strategies of treatment and care for the health of the population, regardless of paradigmatic stronghold of such ideas and / or strategies.
5. Define basic medical terms.
6. Explain the basic scientific and social aspects of Western and alternative medicine.

General Competencies

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

Use general knowledge about society and social processes.
Explain cause-and-effect relationships among social phenomena.
Explain the key structural factors that shape society.

Grading

Attendance; interactive interview with the student that takes place in the deep dialog form during class; oral exam.

Week by Week Schedule

1. Social concept and the social context of health (health care is "prephenomenon" of Human Being"; different definition of health: health as a social construct)
2. Social concept and the social context of disease (lexical-conceptual distinction between "disease", "illness" and "sickness"; disease as abnormality, disease as dysfunction)
3. The social role of the patient (Parsons functionalist theory of society and definition of social roles of patients, switching roles, rights and responsibilities of patients; paternalism as the dominant physician - patient relationship)
4. Needs of de (re) construction of social roles of patients in contemporary postmodern society (changes in the structure of morbidity, loss of paternalism; flexibilization of the labor force in conflict with the social role of patients)
5. The philosophical origins and main constituent principles of biomedical paradigm (Kuhn's theory of scientific revolutions; Descartes - Discussion on the method, the dualism of body and soul; dualism, health and disease; reductionism; mechanicism; positivism; biologism; pathologism; boundaries of applicability of the natural-scientific paradigm of discovery and treatment of modern diseases)
6. Medicalisation and iatrogenesis (development meaning of medicalization; Illich and radical critique of scientific medicine, clinical iatrogenesis; social iatrogenesis; structural iatrogenesis)
7. Contemporary medical pluralism; Status and representation of alternative medicine in modern medical market (hegemonic position of academic-orthodox medicine; reasons the growing proliferation of alternative treatment modalities in modern medical market; semantic mitigation-the new name for the same treatment modalities; medicine "based on evidence")
8. Divergente patient's perception (of risk) of the drug; between "fascination" and "disfascination" therapeutic effects of modern drugs (drug-"Materia Medica", the etymology of the term pharmakon in the Greek language; increase aversion to "western" drugs: causes and social and health consequences)
9. The pharmaceutical industry, some of the ethical dimensions of the discovery, production and distribution of drugs (so-called list. Essential drugs; concept of allocative efficiency; patent on new drugs, generic drugs)
10. Were the new drugs responsible for the increase in life expectancy? Do they create new medicines living conditions for some new Methuselah? (biotech thesis versus social theory, radical version of social-thesis I. Illich; epidemiological transition; modern biofantasies)
11. On some social, economic, demographic, political, institutional and moral implications of increasing life expectancy (which would mean longevity of the institution of treatment, retirement homes, retirement insurance, insurance companies and so-called. Life insurance, a table of moral values?)
12. Can pharmacists in terms of market deregulation by drugs (d) reconcile and commercial interests and professional ethics?; One socio-reflexive approach to pharmacy ethics (the original meaning of the word profession is emerging opposition between commercial interests and professional ethics, some major social and health consequences of deregulation of drugs market)
13. Pharmaceutical profession "under siege", about the process of increasing the de pharmacist (right attributes, the archetypal profession: a large body of knowledge, autonomy, monopoly, altruism of ethics, pharmaceutical professions - for example semi-professions; pharmaceutical profession - quo vadis)

14. "If it almost kills you it means that it acts"; Cultural models of chemotherapy treatment - a spin in lay at (a) acceptance of the side effects of chemotherapy (disease as a metaphor - S. Sontag; dominant metaphors of cancer, etiology of treatment of cancer in the lay perception)
15. WHO definition of health: basic definitions and the main shortcomings (idealistic-utopian approach to health; health as a negation of the disease; health as an absolute rather than a relative category; health is determined by the situation rather than process)

Literature



Tuckett, D. (ed.) (1976). An Introduction to Medical Sociology, Tavistok Publications, London and New York



Weiss, G. L.; Lonquist L. E. (1994). The Sociology of Health, Healing, and illness, Prentice Hall, Englewood Cliffs, New Jersey



Freund, P. E. S.; McGuire, M. B. (1991). Health, Illness, and the Social Body. A Critical Sociology, Prentice Hall, Englewood Cliffs, New Jersey



Mike Dent; Stephen Whitehead (eds.) (2002). Managing Professional Identities. Knowledge, Performativity and the «New» Professional, Routledge Studies in Business Organizations and Networks



Steve Taylor and David Field (eds.) (2003). Sociology of Health and health Care, Blackwell Publishing. Third Edition

Sociology of Identity

117249



Lecturer in Charge



Izv. prof. dr. sc.
Renato Matic

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant
Andreja Sršen, dr. sc.

Course Description

The course Sociology of Identity is focused on the analysis of individual and social identities from sociological starting point of view. A sociological approach to self and identity begins with the assumption that there is a reciprocal. Relationship between the self and society. The focus of the course is on how social structure influences one's identity, and in turn, behavior. More attention is being given to understanding the development of multiple role identities and their outcomes for individual behavior. Therefore, the basic objectives of the subject are:

1. Outline the knowledge about the basic concepts of identity from different scientific perspectives.
2. Define the insights into the dominant social processes that have an impact on the formation of social identity.
3. Demonstrate the knowledge of the relational nature of identity
4. Elaborate different forms of social disintegration, both vertical (different social groups) and horizontal (policy) - especially when it explains the different fields of social and individual identity;
5. Apply the historical relationship between the society and individual to a culture that represents the intersection of the formation of different identities;
6. Classify and compare the insights on contemporary empirical research in the field of social identity;
7. Explain the social identity of Croatian society, with emphasis on the impact of globalization processes of the local identities.

Course Type

- » Sociology (Study) (elective courses (2), 2nd semester, 1st year)
- » Sociology (Study) (elective courses (2), 4th semester, 2nd year)
- » Sociology (Study) (elective courses (2), 6th semester, 3rd year)

Learning Outcomes

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

1. Define and interpret basic relational dimension of identity.
2. Define and distinguish the approaches to the concept of identity in sociology and other natural sciences.
3. Apply basic sociological concepts of identity and categories in interpreting forms of social habitus.
4. Explain the modern social processes in which identity occurs in the context of the sociology of everyday life.
5. Apply the acquired knowledge and understanding within the social action that manifests a high degree of respect for the established hierarchy and loyalty.
6. Analyze current processes governing the dynamics of the Croatian society (mass impoverishment, social disintegration, stagnation of social production; develop their own mental map of the social structure and relational dimensions of identity; • develop and build their own value orientation and " world view " in relation to the other and different, traditional and modern value systems).
7. Analyze current processes governing the dynamics of the Croatian society (mass impoverishment, social disintegration, stagnation of social production).
8. Develop their own mental map of the social structure and relational dimensions of identity.
9. Develop and build their own value orientation and " world view " in relation to the other and different, traditional and modern value systems.
10. Define and be able to present their knowledge and insights to other (young) people who have problems with socio-cultural integration, which is the most common form in understanding issues of identity.

General Competencies

The main learning outcomes are: the knowledge, insight and understanding of contemporary characteristics, structure and dynamics of social identity. After completing undergraduate studies sociology student will be able to:

- reproduce and interpret classical sociological texts in terms of different approaches to social identity,
 - correctly interpret basic social effects induced by the nature of the issues of identity
- differentiate, classify and compare different theories of society in terms of different dimensions of identity - cultural, ethnic, religious, gender, etc.)
- argue the pros and cons of various social action from the perspective of gender identities and normative structure society. (Legal framework)
 - evaluate the lessons learned through their own contributions through seminar work, oral presentations and to create critical questions.

Grading

- A Regular attendance (three unexcused absences, score decreases)
- B. Each student has a seminar in front of an audience who evaluates/ or submission in writing
- C. three written exams during the semester;
- D. Oral exam at the end of the semester

Week by Week Schedule

1. Introduction to the course, getting to know the purpose of the course, mode, student rights and responsibilities.

2. The primary analysis of sociological aspects of identity.
3. The identity of the earliest communities.
4. Analysis of individual- psychological level Identity of - identity as the subject of memory and solidarity.
5. Relationship society - culture - identity - an anthropological level.
6. The identity of the individual in the sociology of everyday life.
7. Political identity - the relation of identity and legitimacy.
8. The social complexity of ethnic identity.
9. The identity of Europe - between democracy and the nation.
10. Multiple Identities.
11. Social and Role Identities.
12. Globalization and Virtual Identity.
13. Postmodernity and identity crisis.
14. Identity Theory as a Theory.
15. Integrating the Identity - Theory Versions.

Literature



Parekh, B. (2008). Nova politika identiteta, Politička kultura, Zagreb



Giddens, A. (2007). Sociologija, Nakladni zavod Globus, Zagreb



Cifrić, I. i Nikodem, K. (2006). Socijalni identitet u Hrvatskoj. Koncept i dimenzije socijalnog identiteta, Soc. ekol. Zagreb, Vol. 15 , No. 3 (173-202).



Cerutti, F. (2006). Identitet i politika, Politička kultura, Zagreb



Bauman, Z. (2009). Identitet, Naklada Pelago, Zagreb

Sociology of Religion

28883



Lecturer in Charge



Prof. dr. sc.
Ivan Markešić

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

Course Description

The main goal is to acquaint students with the development of the sociology of religion, with its basic concepts and main representatives as well as to acquaint them with the sociological understanding of the role of religion and churches in society. The course takers will gain an insight into the sociological aspects of religion and religiosity, they will be equipped for a better understanding of the meaning of religion in human life and society at large, as well as with the meaning of the human influence in emergence of different types of religion. The aim of the course is to offer to the student a new perspective of religion as phenomena which in postmodern context holds an important position.

Course Type

» Sociology (Study) (elective courses 1., 6th semester, 3rd year)

Learning Outcomes

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

1. Explain basic approaches of the most influential social theories of religion.
2. Evaluate critically and connect classical and modern socio-religious approaches.
3. Use analytical tools for understanding of socio-religious phenomena.
4. Use theoretical conceptualization/formulation of basic independent socio-religious research.
5. Write complex scientific papers and independently read books on social theory.
6. Use gained knowledge.

General Competencies

Upon successfully passed exam, students will be able to:

Use the general knowledge of society and of social processes.

Explain the initial assumptions of the different religious orientations.

Explain the key structural factors that are shaping society.

Explain the social change using classical and contemporary sociological approaches.

Illustrate the social questions in the context of religion, capitalism, individualization, nationalism and globalization.

Grading

1. Written exam: 60%
2. Seminar paper: 30%
3. Oral exam: 10%

Week by Week Schedule

1. Introduction.
2. Definition of sociology of religion.
3. Critiques of sociology of religion, and development.
4. Classical theories of religion I.
5. Classical theories of religion II.
6. Classical theories of religion III.
7. Contemporary sociological approaches I.
8. Contemporary sociological approaches II.
9. Contemporary sociological approaches III.
10. Theories of secularization.
11. New religious movements.
12. New age spirituality.
13. Fundamentalism, Esotery, Common religiosity, Conversion and communication.
14. Religious experience and the individualization.
15. Globalization and the future of religion.

Literature



Acquaviva, Sabino (1996):
Sociologija religijâ:
problemi i perspektive.
Zagreb, Filozofski fakultet



Durkheim, Emile (2008).
Elementarni oblici
religijskog života. Zagreb,
Naklada Jesenski i Turk,
Hrvatsko sociološko
društvo



Grace, Davie (2005): Religija
u suvremenoj Europi.
Zagreb, Golden marketing
Tehnička knjiga



Jukić, Jakov (1997): Lica i
maske svetoga. Zagreb,
Kršćanska sadašnjost.



Knoblauch, Hubert (2004):
Sociologija religije. Zagreb,
Demetra

Specific Psychopathology

28732

Lecturers in Charge



Prof. dr. sc.
Slavko Sakoman



Doc. dr. sc.
Renata Glavak
Tkalić

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

Course Description

To gain knowledge about specific disorders and diseases in psychopathology; categorization of mental illness; clinical features of disorders; diagnostics, epidemiology, comorbidity; course and prognosis; and various forms of treatment. To learn the methods of clinical assessment and methods of communicating with patients with mental health disorders. The adoption of the specific role of psychologists in the diagnostics and treatment of persons with mental disorders.

Course Type

» Psychology (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Distinguish between normal and psychopathological.
2. Classify psychological disorders into categories.
3. Define criteria for mental disorders and diseases.
4. Compare different types of treatment of mental disorders and diseases.
5. Create the working diagnosis on the basis of clinical interview.
6. Apply the principle of confidentiality in the relationship between psychologist and patient.

General Competencies

7. Assess the mental status and classify the different diagnostic criteria for mental disorders.
14. Support interdisciplinarity, establishing and maintaining relationships with other professionals, as well as relevant organizations.
15. Explain the fundamental principles of the ethics of psychology and relate the principles of the ethics of psychology to different areas of psychological practice.

Grading

Participation in class - 10%;
Seminar essay and its oral presentation - 10%;
First test 30%;
Second test - 30%;
Clinical interview - 10%;
Oral exam - 10%.

If a student does not take tests or achieve unsatisfactory result on one or both tests, student will take written exam that corresponds the tests by its scope, content and the ECTS.

Week by Week Schedule

1. Anxiety disorders
2. Somatoform and dissociative disorders
3. Psychophysiological disorders
4. Mood disorders
5. Personality disorders
6. Sexual disorders
7. Eating disorders
8. Sleep disorders
9. Substance abuse and addiction
10. Schizophrenia and other psychotic disorders
11. Intellectual disabilities; disorders of childhood and adolescence
12. Aging and psychological disorders
13. Organic mental disorders
14. Psychopharmacology and psychotherapy
15. Legal and ethical issues in psychopathology

Literature



Begić, D. (2011).
Psihopatologija. Zagreb:
Medicinska naklada.



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



Kaplan, H. I., Sadock, B. J.
(1998). Priručnik kliničke
psihijatrije. Jastrebarsko:
Naklada Slap.

Statistics for Communication Sciences

28469



Lecturer in Charge



Izv. prof. dr. sc.
Vanja Šimičević

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant

Izv. prof. dr. sc. Vanja
Šimičević

Prerequisites

Introduction to Social
Research Methods and
Statistics

Course Description

The main goal of the course is to introduce students to basic statistical concepts and techniques needed for various applications in communicology. Students, through lectures, exercises, readings and autonomous problem solving learn difference between descriptive and inferential statistics, graphical and numerical display of data, calculate and estimate average values, mod, median, learn basics in probability, learn discrete and continuous probability functions, calculate and interpret variance and standard deviation, Bernoulli, binomial, uniform, exponential, standard normal and normal probability functions. Students will be acquainted with all fundamental statistical knowledge and techniques which are being used in business practice with emphasis on interpretation of statistical parameters contained in computer outputs. Students develop statistical way of thinking and learn precise statistical manner of communication. It is expected that students demonstrate clear statistical interpretation of the results.

Course Type

- » Communication Sciences (Study) (required course, 3rd semester, 2nd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Apply knowledge of fundamental concepts from other social sciences involved in the study program.
2. Define, describe and apply the basic methods of social research.
3. Demonstrate statistical literacy and methodological competence and realize their importance in modern society.
4. Apply and use the basics of statistics and statistical methods to the media to use the reflective and productive level.
5. Use of statistical thinking and develop awareness for the need of the same.
6. Explain the functions of statistical indicators in teaching, the criteria for their selection and use.
7. Select appropriate methods and techniques.
8. Collect data for statistical analysis.

General Competencies

Use the general knowledge of society and of social processes.

Design a simple research project.

Organize the implementation of a simple research project.

Use the computer software for the analyses qualitative and quantitative data.

Use different social sciences methods in the analyses of the relevant data.

Employ the adequate methodological approach in the research of social phenomena.

Grading

Attendance is obligatory. Fundamental statistical knowledge under the first goal is tested both in written form of tests with numeric and application exercises, and orally

Week by Week Schedule

1. Introduction, syllabus presentation. Statistics as a science, descriptive and inferential statistics, graphical display of data.
2. Measures of central tendency: Mean – calculation, properties and interpretation.
3. Measures of central tendency: Mod.
4. Median, Quartiles – calculation, properties and interpretation.
5. Measures of dispersion. Rang, interquartile rang.
6. Measures of dispersion: Rang, interquartile rang, variance, standard deviation, coefficient of variation.
7. Calculation Descriptive statistics: Summary Statistics;MS Excel software.
8. Introduction in probability.
9. The Normal Distribution.
10. Random sampling method.
11. Confidence intervals for the mean.
12. Correlation.
13. Correlation Coefficient.
14. Data analysis: MS Excel software.
15. Applications in communication sciences.

Literature



Petz, B. (1997). Osnovne statističke metode za nematematičare, III dopunjeno izdanje., Naklada Slap, Jastrebarsko



Papić, M. (2005). Primijenjena statistika u MS Excelu, Naklada Zoro, Zagreb



Baxter, L. A.; Babbi, E. R. (2004). The Basics of Communication Research, Thomson Learning, Wadsworth, Belmont, Ca, USA

Statistics for Social Research

37765



Lecturer in Charge



Izv. prof. dr. sc.
Vanja Šimičević

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours
30
30

Teaching assistant

Izv. prof. dr. sc. Vanja
Šimičević

Course Description

The main goal of the course is to introduce students to basic statistical concepts and techniques needed for various applications in sociology. Students, through lectures, exercises, readings and autonomous problem solving learn difference between descriptive and inferential statistics, graphical and numerical display of data, calculate and estimate average values, mod, median, learn basics in probability, learn discrete and continuous probability functions, calculate and interpret variance and standard deviation, Bernoulli, binomial, uniform, exponential, standard normal and normal probability functions. Students will be acquainted with all fundamental statistical knowledge and techniques which are being used in business practice with emphasis on interpretation of statistical parameters contained in computer outputs. Students develop statistical way of thinking and learn precise statistical manner of communication. It is expected that students demonstrate clear statistical interpretation of the results.

Course Type

- » Sociology (Dual-major studies Study) (required course, 4th semester, 2nd year)
- » Sociology (Study) (required course, 4th semester, 2nd year)

Learning Outcomes

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

1. Prepare for a thorough insight into the specifics, advantages and limitations of particular methods of descriptive statistics to analyze the data.
2. Apply adopted methodological knowledge in sociological research. Use statistical software.
3. Use statistical software.
4. Argue the interpretation of results obtained using different statistical methods.
5. Plan the research activities related to the use of methods and techniques of descriptive statistics.
6. Select appropriate methodological procedures.
7. Collect data for statistical analysis.

General Competencies

Use the advanced statistical terms and information.

Design a simple research project.

Organize the implementation of a simple research project.

Use the computer software for the analyses qualitative and quantitative data.

Employ the adequate methodological approach in the research of social phenomena.

Use different social sciences methods in the analyses of the relevant data.

Grading

Attendance is obligatory. Fundamental statistical knowledge under the first goal is tested both in written form of tests with numeric and application exercises/ written exam and orally

Week by Week Schedule

1. Introduction, syllabus presentation. Statistics as a science, descriptive and inferential statistics.
2. Data description, Frequency distribution. Variables and types of data.
3. Graphical display of data frequency distribution. Numerical description of data.
4. Indexes.
5. Measures of central tendency: Mean, mode – calculation, properties and interpretation.
6. Median, Quartiles – calculation, properties and interpretation.
7. Measures of dispersion. Rang, interquartile rang, variance, standard deviation, coefficient of variation. Box-plot.
8. Measures of dispersion: variance, standard deviation, coefficient of variation.
9. Standard Scores.
10. Probability. „Tree” diagram.
11. Bayes Theorem.
12. Discrete random variables and distribution function. Expected value, variance of discrete random variables.
13. Binomial distribution.
14. Poisson distribution.
15. Continuous random variables and distribution function. Normal distribution.

Literature



Petz, B. (1997). Osnovne statističke metode za nematematičare, Naklada Slap, Jastrebarsko



Howell, D. C (2014). Fundamental Statistics for the Behavioral Sciences, Duxbury Press/ Cole Publishing Company, Ca., USA



Welkowitz, J. (2008). Introductory Statistics for the Behavioral Sciences, Sixth Edition with SPSS 15.0 Set, John Wiley & Sons, Inc., New Jersey, USA



Pagano, R. R. (2008). Understanding Statistics in the Behavioral Sciences, Brooks / Cole Publishing Company An International Thomson Publishing Company, Pacific Grove, USA



Sweet, S. A.; Grace-Martin K. A (2012). Data Analysis with SPSS: A First Course in Applied Statistics (4th Edition), Pearson, USA

Strategies of Informal Reasoning – Critical Thinking

37493



Lecturer in Charge



Prof. dr. sc.
Srećko Kovač

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

Teaching assistant
Dragana Sekulić, dr. sc.

Course Description

Adopting basic knowledge and techniques important for a successful and established argumentation (analysis and evaluation, as well as foundation and justification of positions) in various areas of practical and theoretical activities.

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses, 3rd semester, 2nd year)
- » Philosophy (Dual-major studies Study) (required course, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 1st semester, 1st year)
- » History (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Recognize the structure of arguments and understand the relationship between logical strength and truth of the statements in the arguments
2. Use diagram arguments
3. Identify and understand the informal errors (fallacies): errors in relevance and manner of argumentation
4. Distinguish between basic types of deductive inferences, and similar but invalid forms of inferences

5. Distinguish types of inductive inferences and understand conditions that must be met in cogent inductive argument (sample size, representativeness, reference sets)
6. Describe the basic heuristics and sources of biases in reasoning

General Competencies

The students will be able to (1) recognize and separate arguments from the broader text (2) distinguish basic types of inferences (3) identify the most common errors in argumentation (4) analyze and evaluate, as well as properly formulate arguments.

Grading

Active participation in class 10%,
Exercises 10%,
Quiz-tests 10%,
Written exam 50%,
Oral exam 20%.

Week by Week Schedule

1. Presentation of the course
2. Conversational implicature
3. Inference, argument, explanation
4. Logical strength, truth
5. Separation of argument, standard form
6. Diagramming arguments and evaluation
7. Reconstruction of arguments and evaluation
8. Analysis applied to the examples of student arguments
9. Fallacies 1 (ambiguity, slippery slope, appeal to emotion)
10. Fallacies 2 (ad hominem, red herring, straw man)
11. Fallacies 3 (circular argument, redefinition, appeal to ignorance)
12. Deductive reasoning
13. Formal errors in reasoning. Inductive reasoning
14. Heuristic and biases in reasoning
15. Heuristic and biases in reasoning

Literature



Sekulić, Dragana
Neformalna logika
(skripta, rukopis)



Fogelin, Robert, J. &
Sinnot-Armstrong, Walter
(1991). Understanding
Arguments. An Introduction
to Informal Logic, Harcourt
Brace Jovanovic Publishers

Systematic Sociology 1

45752

Lecturer in Charge



Izv. prof. dr. sc.
Renato Matić

ECTS Credits	7.0
English Level	Lo
E-learning Level	L1
Study Hours	30
	30

Teaching assistant
Anita Dremel

Prerequisites
Introduction to Sociology

Course Description

The objective is to acquaint the students with classical sociological theory with the emphasis put on the contemporaneity of classical theoreticians and to ensure they acquire knowledge, skills and competences in order to be able to analytically and critically master classical theoretical concepts, basic sociological terms, and theoretical paradigms on the level of operative application. This means the students are prepared for the study of sociological theories (classical and contemporary) of other special sociological disciplines on later study years as well as for the writing of a paper on the level of a book report.

Course Type

- » Sociology (Dual-major studies Study) (required course, 2nd semester, 1st year)
- » Sociology (Study) (required course, 2nd semester, 1st year)

Learning Outcomes

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

1. Interpret the widest range of classical theoretical perspectives in sociology aware of their philosophical origins.
2. Argue the importance of developing critical (self)awareness and interdisciplinary approach.
3. Sum up the dialectical interconnectedness and interdependence of theory and practice.
4. Describe the socio-historical context of the origins and developments of sociological theory.
5. Interpret the relevance of the French revolution, political revolutions, and the industrial revolution in the context of the newly appearing social sciences.
6. Define the basic sociological concepts of Henri de Saint-Simon and Auguste Comte.
7. Interpret organicism and basic sociological concepts of Herbert Spencer, evolutionism in sociology, social Darwinism and the theories of state formation.
8. Define basic concepts of the formal German and American sociology (Chicago school).
9. Analyze the basic concepts of structuralism.
10. Define the basic tenets and concepts of functionalism in sociology.

General Competencies

Upon the completion of undergraduate study of sociology, the student will be able to:

Interpret classical sociological texts in the light of philosophical influences
Correctly analyse basic professional terms
Compare different theories of society
Give arguments for and against various rationales in the background of theoretical-methodological paradigms/programmes
Analyse 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
Analyse diachronically the development of social theory
Interpret the philosophical and critical bases of the discipline
Apply the learned content on the analysis of research results
Synthesize the learned content through one's own attempts of contributing by writing a paper, giving an oral presentation and asking critical questions.

Grading

Attendance at lectures and seminars is monitored and recorded, and makes together with active participation in class 10% of the final grade. Individual oral presentation of the previously assigned topic and the writing of a seminar paper each carry 10% of the final grade. Passing tests (continuous assessment exams) or the written exam and the final oral exam make a maximum of 70% grade (excellent).

Week by Week Schedule

1. Introduction to the course, the topics, the way of work, the rights and duties of students, and the way records are kept.
2. The socio-historical context of the origins and development of sociology.
3. Henri de Saint Simon.
4. Auguste Comte.
5. Herbert Spencer.
6. Ferdinand Tönnies.
7. Georg Simmel.
8. American formalism.
9. The Chicago School.
10. Structuralism, Claude Levi-Strauss.
11. Functionalism in sociology: Emile Durkheim.
12. Talcott Parsons, Robert King Merton.
13. Karl Marx: early works.
14. Karl Marx on society.
15. Karl Marx: the contribution to contemporary social sciences.

Literature



Cvjetičanin, V. i Supek, R. (2003) Émile Durkheim i francuska sociološka škola, Sociološka hrestomatija, Zagreb, Ljevak



Fiamengo, A. (1987) Saint-Simon i Auguste Comte, Sociološka hrestomatija, Zagreb, Naprijed



Korać, V. (1987) Marksovo shvatanje čoveka istorije i društva, Zagreb, Naprijed



Kuvačić, Ivan (1990) Funkcionalizam u sociologiji, Zagreb, Naprijed



Lukić, R. D. (1987) Formalizam u sociologiji, Sociološka hrestomatija, Zagreb, Naprijed

Systematic Sociology 2

45753



Lecturer in Charge



Izv. prof. dr. sc.
Renato Matić

ECTS Credits 7.0

English Level Lo

E-learning Level L1

Study Hours
30
30

Teaching assistant
Anita Dremel

Prerequisites
Systematic Sociology I

Course Description

The objective is to acquaint the students with classical sociological theory with the emphasis put on the contemporaneity of classical theoreticians and to ensure they acquire knowledge, skills and competences in order to be able to analytically and critically master classical theoretical concepts, basic sociological terms, and theoretical paradigms on the level of operative application. This means the students are prepared for the study of sociological theories (classical and contemporary) of other special sociological disciplines on later study years as well as for the writing of a paper on the level of a professional, review or research paper.

Course Type

- » Sociology (Dual-major studies Study) (required course, 3rd semester, 2nd year)
- » Sociology (Study) (required course, 3rd semester, 2nd year)

Learning Outcomes

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

1. Interpret the widest range of classical theoretical perspectives in sociology aware of their philosophical origins.
2. Explain the importance of developing critical (self)awareness and interdisciplinary approach.
3. Sum up the dialectical interconnectedness and interdependence of theory and practice.
4. Describe the socio-historical context of the origins and developments of neo Marxist interpretations of Marx, as distinguished from the post Marxist ones.
5. Interpret the critiques of positivism and scientism in science (particularly sociology), the heritage of Enlightenment, modern society and mass consumerist society.
6. Define the basic sociological concepts of Adorno, Horkheimer, Marcuse, Fromm and Habermas.
7. Analyze the concepts of dialectics, affirmative culture, one-dimensional man, communicative action, authoritarian personality, and healthy society.
8. Interpret methodological and theoretical contributions of Max Weber's sociology and his basic sociological concepts (social action, understanding, value neutrality, science and politics as a vocation, ideal type, theses on rationalisation and the Protestant Ethic – the theory of modernization).

9. Define the basic tenets and contributions of symbolic interactionism (Mead, phenomenology, ethnomethodology).
10. Define the basic tenets and concepts of feminism, its history and connections with sociology (feminist epistemology, sociology of everyday life, power and gender, reproductive status of women, stigmatization...).

General Competencies

Upon the completion of undergraduate study of sociology, the student will be able to:

Interpret classical sociological texts in the light of philosophical influences

Correctly analyse basic professional terms

Compare different theories of society

Give arguments for and against various rationales in the background of theoretical-methodological paradigms/programmes

Analyse 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

Analyse diachronically the development of social theory

Interpret the philosophical and critical bases of the discipline

Apply the learned content on the analysis of research results

Synthesize the learned content through one's own attempts of contributing by writing a paper, giving an oral presentation and asking critical questions.

Grading

Attendance at lectures and seminars is monitored and recorded, and makes together with active participation in class 10% of the final grade. Individual oral presentation of the previously assigned topic and the writing of a seminar paper each carry 10% of the final grade. Passing tests (continuous assessment exams) or the written exam and the final oral exam make a maximum of 80% grade (excellent).

Week by Week Schedule

1. Introduction to the course, the topics, the way of work, the rights and duties of students, and the way records are kept.
2. Socio-historical context of the origin and development of the Frankfurt school (critical theory) in sociology.
3. Adorno and Horkheimer (Sociological studies, Dialectic of Enlightenment).
4. Marcuse's understanding of culture, Fromm's healthy society and escape from freedom; various interpretations and revisions of Freud.
5. Habermas's theory of communicative action and modernity as an unfinished project; sociology and ideology.
6. Max Weber – basic sociological terms.
7. Max Weber – politics and science as a vocation.
8. Max Weber – rationalization, protestant ethic and the spirit of capitalism.
9. Max Weber – antipositivist methodology.
10. George Herbert Mead – social behaviourism.
11. Symbolic interactionism, mind, self, and society; stages of socialization (play and game, significant and generalized others) – 2 lessons.
12. Phenomenology (Schütz) and ethnomethodology (Garfinkel).
13. Feminism and sociology (critique of classical sociology).
14. Feminism and sociology (feminist epistemology, sociology of everyday life).
15. Feminism and sociology (power and gender, reproductive status of women, human rights).

Literature



Đurić, M. 1987. Sociologija
Maxa Webera. Zagreb:
Naprijed



G.H. Mead. 2003. Um, osoba
i društvo. Zagreb: Naklada
Jesenski i Turk, Hrvatsko
sociološko društvo



Kalanj, Rade. 2005.
Suvremenost klasične
sociologije. Zagreb:
Politička kultura



Katunarić, Vjeran. 1990.
Teorija društva u
frankfurtskoj školi. Zagreb:
Naprijed



Ritzer, G. 1997. Suvremena
sociologijska teorija.
Zagreb: Nakladni zavod
Globus

Television Genres in Popular Culture

46290



Lecturer in Charge



Doc. dr. sc.
Jelena Jurišić

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

Teaching assistant
Branimir Stanić

Prerequisites
Physical Education and
Sports I

Course Description

The main objective of the course is to use the analysis of the television genres that are present on the Croatian television programmes in order to determine what actually makes a television genre, which are its limits and possibilities for further development, how hybrid genres come to be, whether there really are male and female genres in the traditional sense ... Using the cultural studies approach, small groups of students will observe each television genre in the context of those who produce it and those who consume it, focusing on one particular issue/topic.

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 5th semester, 3rd year)

Learning Outcomes

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

1. Define television genres as a product of culture.
2. Distinguish television genres.
3. Distinguish between genres in relation to the audience that consumes them.
4. Analyze television genres in terms of cultural value.
5. Classify, critically analyze and evaluate media content.

General Competencies

Apply knowledge of the basic concepts of communicology and journalism related to television genres and popular culture. Apply the knowledge of the basic concepts of cultural studies. Reproduce, apply and explain the basic theory of communicology and journalism related television genres and popular culture. Define, explain, distinguish and critically analyze the characteristics of the media and their effects.

Grading

50% seminar paper, 50% exam

Week by Week Schedule

1. Television genres
2. Popular culture
3. Audience and genres
4. Experts and genres
5. Media genre production
6. Reality programmes
7. Drama programmes
8. Traditional principles of genre analysis
9. Genre economy
10. Genre hybridization
11. Genre mutation
12. Documentary programmes
13. Philosophy, sociology and television genres
14. Television as (always) a new medium
15. Television genres in the Croatian production

Literature



CREEBER, Glen: The Television Genre Book. British Film Institute, London 2001.



HARTLEY, John: Uses of television. Routledge, London, New York 2005.



MCGUIGAN, Jim: Popularna televizija. Hrvatski filmski ljetopis 9 (2003), 36 ; str. 175-195, 228



BURTON, Graeme: Talking television: an introduction to the study of television. Arnold, London- New York 2000.



FISKE, John: Popularna kultura, Beograd Clio, 2001.

The Ancient Cities of Continental Croatia

52991



Lecturer in Charge



Doc. dr. sc.
Mladen Tomorad

ECTS Credits	4.0
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English Level	Lo
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E-learning Level	L1
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Study Hours	30
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Teaching assistant
Vlatka Vukelić, dr. sc.

Course Description

Introduction to the history of ancient and late antique period of the Croatian continental area, critical comparison of typical Roman elements in provincial centers, their development through a given time epoch, and finding similarities and differences with the original template (Rome). Students working group will be able to analyze the basic terms of Roman history in the continental Croatia, interpret and explain events and processes, connect them together and to compare the different results and conclusions of processing materials. Indirectly is expected development of critical thinking and evaluation of composing and ability comparisons.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 5th semester, 3rd year)
- » History (Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Study) (elective courses / working groups, 5th semester, 3rd year)

Learning Outcomes

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

1. Describe the course of the Roman expansion over the continental Croatia
2. Analyze the origins and development of Christianity
3. Explain the structure of the military administration
4. Explain the consequences of the Roman conquest
5. Combine knowledge of the importance of the ancient urban centers (Siscia) in connection with Dalmatia and the continental Croatia, and the consequences for the formation of Croatian ethnic community
6. Explain penetration of the Avars and Slavs in the continental Croatian soil, the impact of these events on the Roman provincial urban centers, and the collapse of the Empire in that territory at the end of the 6th and early 7th century

General Competencies

After finishing the programme student will be able to:

1. explain cause and effect relations of historical events and processes,
2. reconstruct historiographic tools in making conclusions of historical processes and events,
3. compare historical processes of different periods,
4. distinguish difference between important and non-important facts within historiographic interpretation,
5. differentiate specificities of historical periods.

Grading

Evaluates: the seminar, participation in class test (written and oral) knowledge (40:10:50).

Week by Week Schedule

1. Introductory lecture, introduction to the subject and literature
2. Historical sources (material and written)
3. From civil wars on the territory of ancient Italy to Principate-effects of our historical lands
4. Roman army, pacification and urbanization Illyria, indigenous people and the process of Romanization
5. City / town planning throughout history; appearance of a Roman provincial city, Vitruvius, Gaius Velleius Paterculus
6. Siscia - example of the provincial center of continental Croatia
7. Andautonia and Roman roads in the area; Roman roads
8. Ad Fines, Ad Quadrata and Aquae Balissae
9. Aquae Iasae, Aquae Vivae, Iovia, Lobor
10. Roman administration and Roman province in today's Croatia; Provincial Economy
11. Cibalae
12. Certissia and Mursa
13. Danube limes and Sirmium
14. Illyrian Provinces in late antiquity and the early development of Christianity in today's Croatian territory and during the fall of the Roman Empire on the territory of Illyria (597 to 640) end of the ancient town planning; significance and consequences
15. Fieldwork

Literature



Salvan, I.; Caporali, R. (1967). *Antički Rim. Panorama jedne civilizacije*, Vuk Karadžić; Prosveta, Beograd; Mladinska knjiga, Ljubljana



Nives Majnarić-Pandžić (1986). *Arheološka istraživanja na karlovačkom i sisačkom području*, HAD, Zagreb



(1981). *Arheološka istraživanja u Zagrebu i njegovoj okolini*, sv. 6., Izdanja HAD-a, Zagreb



Z. BURKOWSKY (1999). *Sisak u prapovijesti antici i starohrvatskom dobu*, Sisak, Gradski Muzej Sisak, 1999



J. BRUNŠMID (1908). *Kameni spomenici hrvatskog narodnog muzeja u Zagrebu*, VHAD, 10

The Croatian People in the Kingdom of Yugoslavia and during World War II

38066



Lecturer in Charge



Prof. dr. sc.
Zdravko Dizdar

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

Course Description

Course objectives are to introduce students to the basic to complex and difficult problems of position and development and the suffering of the Croatian people and Croats in the first Yugoslavia during the Second World War, pointing out all those internal and external factors that have influenced this situation.

Course Type

- » History (Dual-major studies Study) (required course, 5th semester, 3rd year)
- » Communication Sciences (Study) (elective general foundation courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 5th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 1st semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 3rd semester, 2nd year)
- » History (Study) (required course, 5th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 1st semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 3rd semester, 2nd year)

Learning Outcomes

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

1. Describe the course of historical events in Croatian history between 1918 and 1941,
2. Define the basic problems of Croatian history between 1918 and 1941,
3. Explain the cause-and-effect relationships in the present period,
4. Show the most relevant information about people and events in Croatian history,
5. Explain historical processes of Croatian history during the period,
6. Define historical events from Croatian history of the first half of the 20th century with those from other periods of Croatian history.

General Competencies

After finishing the programme student will be able to:
 define historical processes typical for certain historical period,
 summarize basic information of the Croatian and the World history,
 identify the most important person and institutions in the Croatian and the World history,
 explain cause and effect relations of historical events and processes,
 reconstruct historiographic tools in making conclusions of historical processes and events.

Grading

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

Week by Week Schedule

1. Croatian people during the First World War (1914-1918), the creation of the State of Slovenes, Croats and Serbs and the proclamation of the Kingdom of Serbs, Croats and Slovenes (1918).
2. Croatian people in the Kingdom of SCS (1918 to 1921).
3. Croatian people in the struggle against centralism and Unitarianism and hegemony in the Kingdom of Serbs, Croats and Slovenes (1921-1929).
4. Croatian people under the regime of dictatorship in Yugoslavia (1929-1934).
5. The political and economic situation of the Croatian people in the regency era (1934-1939).
6. Croatian people and the establishment of the Croatian Banovina and political parties, associations and groups in opposition and against it (1939 to 1941)
7. Croatian people in science and culture and film, radio, television and sports (1918 to 1941).
8. Independent State of Croatia / ISC / (breakdown of the Kingdom of Yugoslavia, the establishment of the ISC, its recognition and identification of the boundaries).
9. The structure of the state and the internal organization of government in the ISC and the political, economic, religious and cultural opportunities in her 1941-1945 year.
10. The ratio of the Ustasha regime against Jews, Romani people and Serbs and by political opponents in the ISC and their suffering.
11. Applies Ustasha regime towards the Croatian Peasant Party / CPP) and the Yugoslav Muslim Organization (YMO) and the Catholic Church and the Islamic religious community in the ISC 1941st-1945th
12. The policies of the Third Reich and the Kingdom of Italy under the ISC and the Croatian people during the war and its consequences (1941st-1945th).
13. The emergence and development of anti-Fascist People's Liberation Movement under the leadership of Croatian Communist Party of Yugoslavia / Croatian Communist Party 1941st to 1945th, its relation to the ISC and the Croatian people and the formation of the Federal Croatian state (1944). Within the Democratic Federal Yugoslavia.
14. Relationship of the Chetnik movement and the Allies to the ISC and the Croatian people during the war and its consequences.
15. Human losses of the Croatian people during World War II. World War II and the immediate post-war period. Control written exam.

Literature



Hrvoje Matković (1999).
Suvremena politička
povijest, Ministarstvo
unutarnjih poslova
Republike Hrvatske



Ivo Banac (1988).
Nacionalno pitanje u
Jugoslaviji, Globus, Zagreb



Ljubo Boban (1993).
Hrvatske granice 1918.-
1992., Školska knjiga,
Zagreb



Fikreta Jelić Butić (1977).
Ustaše i Nezavisna Država
Hrvatska 1941.-1945.,
Drugo izdanje, Sveučilišna
naklada Liber; Školska
knjiga



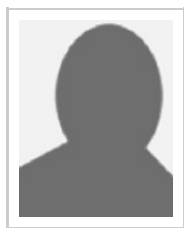
Zdravko Dizdar-Mihael
Sobolevski (1999).
Prešućivani četnički zločini
u Hrvatskoj i u Bosni i
Hercegovini 1941.-1945.,
Dom i svijet, Zagreb

The History of Scotland in 17th and 18th Century

119092



Lecturer in Charge



Izv. prof. dr. sc.
Alexander
Buczynski

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

Teaching assistant

Izv. prof. dr. sc. Alexander
Buczynski

Course Description

Introduce students to the different interpretations of the history of Scotland during the early modern history of Croatian and world historiography, teach them to critically analyze the relevant literature and to formulate arguments thesis in connection with it.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 6th semester, 3rd year)
- » History (Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Study) (elective courses / working groups, 6th semester, 3rd year)

Learning Outcomes

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

1. Analyze the arguments of some historians regarding the history of Scotland, particularly its union with England.
2. Compare different historiographical interpretations in relation to this.
3. Distinguish the important from the unimportant, both in terms of theory and in terms of the facts relevant to this topic.
4. Explain the correlation between the English and Scottish history.
5. Analyze and collaborate in small groups and share the experiences and opinions.
6. Argue attitudes related to the history of Scotland: how it came to Union in 1707 year, what were the reactions in Scotland and what consequences?

General Competencies

After finishing the programme student will be able to:
 explain cause and effect relations of historical events and processes,
 defend his/her own opinion in discussions on different historical events and processes,
 demonstrate the importance of interdisciplinary interpretations of historical events,
 distinguish difference between important and non-important facts within historiographic interpretation,
 appraise the value of historiographic interpretations.

Grading

Activity of students will be reflected in the overall score. The exam is written.

Week by Week Schedule

1. Introduction to the major challenges and tasks of historiography
2. Jeremy Black, Povijest britanskih otoka, p. 141-215.
3. G. M. Trevelyan, Povijest Engleske, p. 537-580.
4. John Prebble, The Lion in the North, p. 226-327.
5. Michael Lynch, Scotland. A New History, p. 263-299.
6. Same, p. 300-339.
7. T. C. Smout, A History of the Scottish People, p. 311-337.
8. Same, p. 338-365.
9. Molly Davidson, The Jacobites, p. 53-110.
10. Movie: „Rob Roy“
11. Allan I. Macinnes, Clanship, Commerce, and the House of Stuart, 1603-1788, p. 30-55.
12. Same, p. 159-187.
13. Same, p. 188-209.
14. Hugh Douglas, Jacobite Spy Wars, p. 1-36.
15. Reporting contemporary Scottish newspaper and final review.

Literature



Jeremy Black (2004).
 Povijest britanskih otoka,
 Grapa, Zagreb



G. M. Trevelyan (1974).
 Povijest Engleske, str. 537-
 580., Penguin Books



John Prebble (1981). The
 Lion in the North, str. 226-
 327., Penguin Books Ltd



Michael Lynch (1992).
 Scotland. A New History,
 str. 263-339., Pimlico

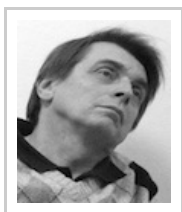


Molly Davidson (2008). The
 Jacobites, str. 53-110.,
 Waverly Pr

37782

The History of Social Theory

Lecturer in Charge



Prof. dr. sc.
Josip Talanga

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant
Tvrtko Jolić, dr. sc.

Course Description

The aim of the course is to introduce students to the theories of society prior to the establishment of sociology as a science.

Course Type

» Sociology (Study) (elective courses I., 2nd semester, 1st year)

Learning Outcomes

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

1. Define basic historical social problems.
2. Describe the solution of social problems in individual authors.
3. Describe the concept of society with the individual author.
4. Compare the knowledge about society in contemporary authors and in those of the second half of the 19th century.
5. Define the basic political concepts.
6. Explain the development of the basic concepts of society from antiquity to the second half of the 19th c

General Competencies

Associate general knowledge about society and social processes;
point out the conflicting opinions and alternative hypotheses in various social issues;
identify cause-and-effect relationships among social phenomena;
combine different theoretical assumptions in the study of social phenomena.

Grading

The grade is based on the results of final test

Week by Week Schedule

1. Plato
2. Aristotel
3. St. Augustin
4. Al-Farabi
5. N. Machiavelli

6. T. Hobbes
7. J. Locke
8. C. Montesquieu
9. A. Smith
10. Federalist Papers
11. E. Burke
12. G. W. F. Hegel
13. A. de Tocqueville/J. Rousseau
14. J. S. Mill
15. Final exam

Literature



Strauss, Leo i Cropsey, Joseph (ur.) (2006). Povijest političke filozofije, Golden marketing - Tehnička knjiga, Zagreb.

The History of the United States of America in the 19th Century in Motion Pictures: Fiction and Reality

117194



Lecturer in Charge



Doc. dr. sc.
Mladen Tomorad

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

Course Description

The aim of 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 (letters, biographies, paintings, photographs, literature 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 the United States of America in the 19th century and the historical sources of the same subjects.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 6th semester, 3rd year)
- » History (Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Study) (elective courses / working groups, 6th semester, 3rd year)

Learning Outcomes

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

1. Describe key historical facts of the expansionism of the American "Wild west" and myths and legends of their key figures.
2. Explain and analyse the key issues of the American expansionism of the West.
3. Explain and analyse the key issues of the Indian wars and treaties with American Indians.
4. Explain and analyse the key issues of the various myths and legends of the heroes of American frontier and "Wild west".

5. Explain and analyse the key issues and development of movies related with the American history.
6. Explain and analyse the key issues of the American Civil War.
7. Identify the major characteristics of the American history of the 19th century.
8. Explain and analyse the key issues of the American history of the 19th century, movies about some themes related with it, and the difference between facts and fiction.

General Competencies

Learning outcomes at the level of the programme to which the course contributes:

- 1) engage meaningful debate about the history of the U.S.A. in the 19th century,
- 2) identify and explain the main sources about the history of the U.S.A. in the 19th century,
- 3) identify the main characters of the American history of the 19th century,
- 4) identify and explain the difference between the historical sources and fiction.

Grading

Class attendance 25 %;

Colloquium 50 % or Written exam at the end of term (50 %):

- 1st colloquium 25%
- 2nd colloquium 25%
- Written exam 50 %;

Seminar essay 25%.

Week by Week Schedule

1. Birth of a nation and the expansion of the West (1763-1891). Historical facts, movies and reality: Birth of a nation (1915), The big trail (1930), Union Pacific (1939), How the west was won (1962), Red River (1948), Stagecoach (1939), High noon (1952), Shane (1953), The men who shot Libery Valance (1963), Open range (2003), Cimarron (1930).
2. American Indians and American-Indian wars in motion pictures: Broken arrow (1950), The searchers (1956), Cheyenne autumn (1964), A man called horse (1970), Dances with wolves (1990), Geronimo (1993).
3. Horse soldiers in motion pictures. John Ford cavalry trilogy: Fort Apache (1948), She wore a yellow ribbon (1949), Rio Grande (1950).
4. „Heroes“ of the Wild West in motion pictures part 1
5. „Heroes“ of the Wild West in motion pictures part 2
6. „Heroes“ of the Wild West in motion pictures part 3
7. The American Civil War era part 1: U.S.A. until the outcome of the Civil war (1800-1860)
8. The American Civil War era part 2: Lincoln
9. The American Civil War era part 3: The first years (1861-1863)
10. The American Civil War era part 4: From Gettysburg to Appomatox 1863-1865
11. The American Civil War era part 5: Assassination of president Lincoln and the reformation of the South part 1
12. The American Civil War era part 5: Assassination of president Lincoln and the reformation of the South part 2 (The Conspirator (2011)
13. The key generals of the American Civil war: Grant, Lee, "Stonewall" Jackson, sources, historical facts and movies ("Gods and Generals")
14. North and South TV series
15. Colloquium

Literature



Tomorad, M. (2013). The History of the United States of America in the 19th century in Motion Pictures: Fiction and Reality (PowerPoint Presentations), Zagreb, Hrvatski studiji Sveučilišta u Zagrebu.



Farmer, A. (2006). The American Civil War and its origins 1848-65, Oxford-Cambridge.



Joy, M. S. (2003). American expansionism 1783-1860. London-New York.



Hughes. H. (2008). Stagecoach to Tombstone. London-New York.



Barrett, C. A. (2003). American Indian History. Pasadena-Hackensack.

The Media and Violence

84884



Lecturer in Charge



Izv. prof. dr. sc.
Danijel Labaš

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant
Lana Ciboci

Course Description

The main objective of this course is to familiarize the students with the influence of violent content presented in the media on the knowledge, attitudes and behaviors of media users, especially children and young people, and point out the fundamental characteristics of reporting on violence in the media.

Course Type

- » Communication Sciences (Dual-major studies Study) (elective courses, 3rd semester, 2nd year)
- » Communication Sciences (Study) (elective courses, 1st semester, 1st year)
- » Communication Sciences (Study) (elective courses, 5th semester, 3rd year)

Learning Outcomes

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

1. Describe the basic concepts of violence in the media;
2. Present arguments on why the violence in the media is a social problem;
3. Critically analyze violent content in the media;
4. Define the effects of violent content in the media on media users;
5. Describe the main characteristics of violent content in different types of media;
6. Reproduce, analyze and compare the violent content in the print media, television / film, the Internet, video games, cartoons and music videos;
7. Reproduce and apply ethical guidelines to reporting on suicides, domestic violence and other forms of violence in real life;
8. Present arguments on why, when reporting on violence in real life, it is necessary to adhere to the ethical guidelines for the reporting of such cases;
9. Analyze and compare the representation of violence in the media in Croatia and abroad;
10. Analyze and offer concrete solutions for dealing with the audience of media violence and violence through the media on a social level.

General Competencies

Define, explain and distinguish the effects of violent media content, attitudes, knowledge and behavior of media users. Use the media content in a more ethical, aware and competent manner. Classify and explain the mechanisms through which media violence affects children and adolescents. Critically analyze and offer concrete solutions for deal with the audience of media violence and violence through the media on a social level. Apply the acquired skills in the course of adequate media coverage of violence in real life.

Grading

20% class attendance;
20% discussion participation;
20% seminar work;
40% exam.

Week by Week Schedule

1. Introductory lecture introducing the students to the content and objectives of the course and student obligations
2. Violence in the media - definition of the term
3. Theoretical approaches to the effect of violence in the media
4. Research on the impact of violence in the media (psychological and sociological approach)
5. Short-term and long-term effects of violent content in the media
6. Normative regulation
7. Violence in the print media
8. Violence on television / film
9. Violence on the Internet and social networks
10. Violence in video games
11. Image of violence in the media in Croatia and abroad
12. Specificities of reporting on violence in the media
13. Ethical aspects of reporting - guidelines for reporting on violence
14. Importance of media education
15. Final knowledge assessment

Literature



Kanižaj, I., Ciboci, L. (2011). Kako je nasilje preko medija ušlo u naše domove, u: Ciboci, L., Kanižaj, I., Labaš, D. Djeca medija. Od marginalizacije do senzacije, Matica hrvatska



Kunczik, Michael; Astrid, Zipfel (2006). Uvod u znanost o medijima i komunikologiju, str. 161-184., Zaklada Friedrich Ebert, Zagreb



Kunczik, Michael, Zipfel, Astrid (2007). Mediji i nasilje: aktualno stanje u znanosti. Medianali, Vol. 1, No. 1., Sveučilište u Dubrovniku



Valković, Jerko (2010). Oblici i utjecaj televizijskog nasilja, Nova prisutnost - časopis za intelektualna i duhovna pitanja, Vol VIII., No. 1.



Potter, James W. (1999). On media violence, Sage Publications. Thousands Oaks, London, New Delhi

Theoretical Systems and Models in Personality Psychology

38643



Lecturer in Charge



Izv. prof. dr. sc.
Boris Mlačić

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

Teaching assistant

Izv. prof. dr. sc. Boris Mlačić

Course Description

Provide explanations of major theories (both classical and contemporary), models and research in psychology to the students. identify relations between findings from the different theories and research. Explain man as a whole. Describe the main theoretical approaches in personality psychology. Describe the specific theories within the main approaches. Argue the importance of the personality in everyday life. Interpret a measurement of individual differences.

Course Type

» Psychology (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Describe the basic features of different theoretical approaches to human personality.
2. Apply the acquired knowledge in the seminar activities.
3. Distinguish the main approaches to human personality.
4. Write an essay.
5. Apply acquired knowledge in later professional work.

General Competencies

1. Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.
6. Classify basic theoretical approaches and principles of psychological assessment and counselling in various areas of applied psychology.
9. Evaluate scientific knowledge for the purpose of generating research hypotheses and support the scientific approach to the acquirement of knowledge.

Grading

Classes and seminars attendance - 10%;
Student paper - 20%;
Two colloquia - 70%.

Week by Week Schedule

1. Definitions of personality importance of personality psychology for the overall psychology, characteristics of theories of personality, personality theories in relation to other disciplines of psychology, research methodology personality.
2. Freud's psychodynamic theory of personality: personality structure - id, ego, superego, personality dynamics, personality development, defense mechanisms, free association, dream analysis, case studies.
3. Jung's analytical theory of the individual personality - the ego, the personal unconscious, collective unconscious, attitudes, interaction of personality, personality development, Jungian typology.
4. Social-psychology psychoanalytic theory: Adler (desire for superiority, inferiority complex, a complex of superiority, lifestyle, birth order and personality), Fromm (psychoanalysis and Marxism), Horney (anxiety, neurotic needs) and Sullivan (interpersonal theory of psychiatry, tension, transformation of energy).
5. Erickson contemporary psychoanalytic theory (Erickson's theory of psychosocial development, eight stages of man, psychohistory).
6. Lewin topological theory of personality (living space, living space region, valence, vectors, locomotion).
7. Cognitive theory of personality: Kelly theory of personality - personal constructs, the basic postulate and its derivations, a continuum of cognitive awareness.
8. Cognitive-experiential theory of self-concept (Epstein - the nature of personality theories that emphasize the reality, the system of experience, maladaptive schemas, constructive opinion).
9. Humanistic theory of personality: Maslow's humanistic theory of personality - assumptions about human nature, hierarchy of needs, self-actualization, man - integrated and creative being).
10. Rogers phenomenological theory - the importance of self-concept (self), the tendency of actualization, the world of experience, a fully functioning person, therapy focuses on the client).
11. Behavioral theories of personality: Skinner's operant conditioning (behavior laws, classical and instrumental conditioning, superstitious behavior, social behavior, abnormal behavior).
12. Miller-Dollard SR theory (innate disposition for behavior, learning process, higher mental processes, social context, adoption of neuroses, psychotherapy).
13. Theories of social cognition; Bandura and social learning theories - the principles of observational learning, processes of retention, production and motivational processes, reciprocal determinism, self-system, self-efficacy; Mischel's theory - cognitive personality variables, the importance of the situation, cognitive-affective theory of personality; Rotter - primary and broader concepts of social learning, psychological needs, locus of control, interpersonal trust.
14. Structural-dispositional approach: Allport's personological theory of personality - personality, character and temperament, the concept of personality characteristics, dispositions, propria, functional autonomy, measuring personality, the study of expressive behavior, idiographic approach; Cattell's factorial-analytic theory of personality traits - factor analysis, features personality - Surface and original, dynamic properties, ergos and sentiments, L, Q and T data, factor analysis of the individual; Eysenck's dimensional-biological typology of personality - extraversion, neuroticism and psychoticism, description and causation in explanation of personality, the biological basis of personality.

15. Five-factor model: Velepetori model - personality dimensions in natural language - psycho lexical access, taxonomy descriptors of personality traits in different languages, creating a paradigm of personality, cross-cultural comparisons of the taxonomies; Fiove-factor model (Costa and McCrae) - dimensions of personality questionnaires.

Literature



Pervin, Cervone i John (2008). Psihologija ličnosti - teorije i istraživanja (str. 29-565). Zagreb: Školska knjiga.

Theoretical Systems in Psychology

37799



Lecturer in Charge



Doc. dr. sc.
Nina Pavlin
Bernardić

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

Course Description

The aim of the course is to provide students with the overview of the development of psychology, psychological insights and schools of thought through discussion and analysis of development of different paradigms and schools, shaped into theoretical systems in psychology. The aim is to create competences for the critical analysis of the main "classical schools" and theoretical systems in psychology, based on knowledge, with an emphasis on their comparison. Particular emphasis is on determining the impact of different theoretical approaches, models and paradigms on the contemporary state of academic psychology, development of scientific research in psychology and general development of modern psychology.

Course Type

- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Croatian Studies (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Croatian Studies (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (required course, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective general foundation courses, 4th semester, 2nd year)

Learning Outcomes

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

1. Describe the contribution of each of the theoretical system to the development of psychology and its contribution to contemporary research in psychology .
2. Explain the difference between scientific and unscientific approach.
3. Describe and explain the significance of the theoretical approach and scientific paradigm in psychology.

4. List and describe different theoretical approaches in psychology.
5. List the most important authors who have contributed to the development of psychology and explain their contribution to psychology.
6. Compare and analyze the differences and similarities between different theoretical systems in psychology.

General Competencies

1. Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.

Grading

During the course, activities are scored as follows: regular attendance - 5 points; essay - 15 points; two tests or written exam - 80 points. Students can choose whether to take two shorter tests during the course or a written exam at the end of the course. Grade is determined as follows: 1: up to 39 points; 2: 40-54 points; 3: 55 to 69 points; 4: 70-84 points; 5: 85 or more points.

Week by Week Schedule

1. Introduction to the course
2. Overview of theoretical systems in psychology
3. Associationism
4. Structuralism
5. Gestalt psychology
6. Functionalism
7. Behaviorism
8. Test for students
9. Neo-behaviorism
10. Psychoanalysis
11. Clinical psychology
12. Humanistic psychology
13. Cognitive psychology
14. Synthesis of learning material
15. Test for students

Literature



Hothersall, D. (2002). Povijest psihologije. Jastrebarsko: Naklada Slap.

Theories and Systems of Print Communications

28490



Lecturer in Charge



Doc. dr. sc.
Jelena Jurišić

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

Teaching assistant
Andreja Bratić, dipl.nov.

Course Description

Introduce students to the characteristics of print media as well as the printed communication

Course Type

- » Communication Sciences (Dual-major studies Study) (agencies-the press, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (agencies-the press, 5th semester, 3rd year)
- » Communication Sciences (Dual-major studies Study) (radio-television, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (radio-television, 5th semester, 3rd year)
- » Communication Sciences (Study) (agencies-the press, 3rd semester, 2nd year)
- » Communication Sciences (Study) (agencies-the press, 5th semester, 3rd year)
- » Communication Sciences (Study) (radio-television, 3rd semester, 2nd year)
- » Communication Sciences (Study) (radio-television, 5th semester, 3rd year)

Learning Outcomes

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

1. Define, explain and apply the basic concepts in the field of print media and journalism in the print media.
2. List, explain and apply the basic theories of the press as media, journalism and the production process in print media
3. List, identify and reproduce basic stages of development of the press and key events and individuals in its its history.
4. Define, explain and understand the production process in press.
5. Identify and explain the today situation in the press, its innovations, challenges and problems and analyze them.
6. Apply journalistic skills acquired at the seminar classes.
7. Define, identify and independently use any news type.
8. Explain and critically analyze the acquired theoretical and practical knowledge.

General Competencies

Apply knowledge of the basic concepts of journalism that are in connection with printing and print communications.

Identify and describe the role and place of the print journalism in today society.

Reproduce, apply and explain the basic theory of the printing press and printed journalism. Explain and critically analyze theoretical and practical knowledge acquired. Identify, explain and analyze the situation, innovations, challenges and problems in printing and printed journalism. Apply journalistic skills acquired on the course for the purpose of writing a newspaper report.

Grading

50% practical work, 50% exam.

Week by Week Schedule

1. A brief historical overview of the development of the printed journalism;
2. State of the press in the world today;
3. Printed media: features, functions, specifications and types;
4. Daily newspaper: function, specification and organization;
5. Production of a daily newspaper: journalistic (editorial, editor, journalist), printing (printing technology, design and graphical layout of newspapers) and selling phase of the production
6. Economic aspects of daily newspapers production;
7. Modern organization of a daily newspaper: publisher, editor, editorial board
8. Sections: domestic politics, foreign politics, city, regional, sports, cultural, graphics, etc.;
9. Sections: domestic politics, foreign politics, city, regional, sports, cultural, graphics, etc.;
10. Forms of expression in the dailies: news genres;
11. Forms of expression in the dailies: analytic genres;
12. Forms of expression in the journals: journalistic genres;
13. Typology (division) of the press;
14. IT evolution and press: new forms of communication and information;
15. Newspapers of the future: e-newspapers, newspaper upon request; Main topics of the seminar portion of the course are: short news forms, lead, development of the lead; work with sources, citation and quotations; collecting, processing and verification of information, reporting on events: press conferences, accidents and disasters, courtrooms, conferences and sessions, observation and reporting; communication use, verification and processing; interview; reasoning attitude new possibility, review, comment and articles, reviews and criticism; sectoral journalism.

Literature



Malović, S. Osnove novinarstva, Golden marketing-Tehnička knjiga, Zagreb, 2005., str. 91-396.



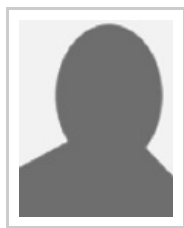
Malović, S. Novine, 2. Izd., Sveučilišna knjižara, Zagreb, 2003.

Theories and Systems of Radio Communications

28495



Lecturer in Charge



Izv. prof. dr. sc.
Blanka Jergović

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

Teaching assistant
Anto Mikić, Pred.

Course Description

The aim of the theoretical part of the subject is to introduce students to the history and development of radio, to introduce them theoretically to its characteristics and modes of action and types of radio news. The aims of the practical part of the course are to provide practical insight into the basic rules of the forms of radio communication, and to familiarize students with journalistic forms present in it.

Course Type

- » Communication Sciences (Dual-major studies Study) (agencies-the press, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (agencies-the press, 4th semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (agencies-the press, 5th semester, 3rd year)
- » Communication Sciences (Dual-major studies Study) (agencies-the press, 6th semester, 3rd year)
- » Communication Sciences (Dual-major studies Study) (radio-television, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (radio-television, 4th semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (radio-television, 5th semester, 3rd year)
- » Communication Sciences (Dual-major studies Study) (radio-television, 6th semester, 3rd year)
- » Communication Sciences (Study) (agencies-the press, 3rd semester, 2nd year)
- » Communication Sciences (Study) (agencies-the press, 4th semester, 2nd year)
- » Communication Sciences (Study) (agencies-the press, 5th semester, 3rd year)
- » Communication Sciences (Study) (agencies-the press, 6th semester, 3rd year)
- » Communication Sciences (Study) (radio-television, 3rd semester, 2nd year)
- » Communication Sciences (Study) (radio-television, 4th semester, 2nd year)
- » Communication Sciences (Study) (radio-television, 5th semester, 3rd year)
- » Communication Sciences (Study) (radio-television, 6th semester, 3rd year)

Learning Outcomes

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

1. Define, explain and apply the basic concepts in the field of radio and radio journalism;
2. Define and use verbal communication as an important tool of radio journalist;
3. Indicate, explain and apply the basic theory of radio as a medium and as radio type of journalism;
4. List, define and identify different types of radio news;
5. Apply and develop journalistic skills acquired in the classes;
6. Demonstrate the ability to effectively work independently and in a team.

General Competencies

Apply knowledge of the basic concepts of communications and journalism, especially those relating to radio and radio journalism.

Define and use verbal communication.

Identify and describe the place and role of radio and radio journalism in society.

Reproduce, apply and explain the basic theory of radio and radio journalism.

Explain and critically analyze the acquired theoretical and practical knowledge.

Apply journalistic skills acquired at the seminar classes.

Grading

50% exam, 50% practical work.

Week by Week Schedule

1. Introductory lecture
2. Features of radio (in comparison to other media; its (dis)advantages)
3. Radio symbols and codes
4. Radio in Croatia
5. News
6. Radio audience
7. News sources
8. News writing
9. News and characteristics of media
10. Event reporting
11. News, report, feature
12. Interview
13. Talk radio, music radio
14. Radio drama
15. Drama programme. Content of the seminar part of the class: introduction to the individual elements of radio facilities and equipment, and the internal organization of radio as a medium; special characteristics of radio and its differences in comparison to other media; journalistic sources of radio information; radio news and news program - Reporting 'from the spot'; radio interview - radio reports; the audience as a participant of radio communication; the role of speech in transmitting radio messages; the role of music in radio programme; author's radio show; elements of planning of radio programs : radio "sheet" and radio scheme.

Literature



Mučalo, M. Radio: medij 20. stoljeća. AGM, Zagreb, 2010.



Crisell, A., Understanding Radio, Routledge, London and New York, first edition 1996, reprint, 2006.



Chantler, P., Steward, P., Basic Radio Journalism, Elsevier Ltd., first published 2003, reprint 2004.

Theories and Systems of Television

37925



Lecturer in Charge



Izv. prof. dr. sc.
Vine Mihaljević

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

Teaching assistant
Maja Fišter

Course Description

Distinguish and describe the basic concepts and special characteristics of television. Define and present television systems and the main theoretical approaches to television communication. To address the complexity of the phenomenon of television communication. Differentiate and create content belonging to certain genres of television journalism. Enable students to think critically and analytically about communication through television. Compare television communication and communication in other media and on social networks.

Course Type

- » Communication Sciences (Dual-major studies Study) (agencies-the press, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (agencies-the press, 5th semester, 3rd year)
- » Communication Sciences (Dual-major studies Study) (radio-television, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (radio-television, 5th semester, 3rd year)
- » Communication Sciences (Study) (agencies-the press, 3rd semester, 2nd year)
- » Communication Sciences (Study) (agencies-the press, 5th semester, 3rd year)
- » Communication Sciences (Study) (radio-television, 3rd semester, 2nd year)
- » Communication Sciences (Study) (radio-television, 5th semester, 3rd year)

Learning Outcomes

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

1. Define, explain and apply the basic concepts of television communication.
2. Distinguish between television approach and other approaches in mass communication.
3. Describe and use the main forms of television (news, reports, stories, direct transfer, interview, debate, comment).
4. Apply basic professional skills: word and image, language and speech, style, choice of topics, research, information check, investigative journalism.
5. Explain and critically analyze the acquired theoretical and practical knowledge
6. Effectively deliver on journalistic tasks.

General Competencies

Apply knowledge of the basic concepts of communications and journalism in relation to television and television communications. Define and use verbal communication and learn to properly evaluate and interpret non-verbal communication in a television environment. Reproduce, apply and explain the basic theory of television and television communications. Explain and critically analyze the acquired theoretical and practical knowledge. Apply basic journalistic skills that are used in television journalism.

Grading

Colloquim, presentation, oral exam

Week by Week Schedule

1. The etymology of the word television, formal and substantial object of the course study
2. Technical inventions that preceded the creation of television
3. Historical overview of the emergence of television (the history of television in Croatia)
4. Models and theories of television communication, structure of a television institution
5. Social and cultural value of television communication
6. Television as a medium, the relationship between television and journalists
7. Ethical principles in television communication
8. Television language, style, language, relationship between image and word
9. Shot
10. News, report
11. Narrative, discussion, interview
12. Anchoring, direct coverage
13. Comment, piece of news, documentaries
14. New technology (digitization) and television communication
15. Media convergence, convergence of television: practice and model

Literature



Perišin, Tena, *Televizijske vijesti*, Zagreb 2010.



Letica, Zvonko, *Televizijsko novinarstvo*, Zagreb 2003.



McQueen, David, *Television*, Arnold, London, 1998. (Dejvid Mek Kvin, *Televizija. Medijski priručnik*, Clio, Beograd 2000.)

Theories of Media and Mass Communication

28475



Lecturer in Charge



Doc. dr. sc.
Jelena Jurišić

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

Course Description

Familiarize the students with the theoretical definition and research of mass media since the beginning of the 20th century, when it was indirectly (literary criticism, Frankfurt school) and ideologically aimed (liberals, Marxists) through the theories generated by direct study of the media and their role in society, until postmodernism.

Course Type

» Communication Sciences (Study) (required course, 5th semester, 3rd year)

Learning Outcomes

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

1. Define and explain the role, function and objectives of the theory of media and mass communication
2. Distinguish theories of media and the theories of mass communication and their characteristics.
3. Assess the role of the studied theories in the historical development of communicology, theoretical studies and scientific research of mass communication and media.
4. Identify connections between different theories and teachings, explain and analyze them.
5. Demonstrate the ability to summarize and critically present larger materials (books)

General Competencies

Reproduce and explain the basic theory of mass media originated in the researched period. Apply knowledge of the basic concepts of the theory of media and communication studies. Discuss and reflect critically studied media theory.

Grading

100% oral exam.

Week by Week Schedule

1. Introduction to the subject, a brief overview of the theory of communicology that are related to this subject course, the definition of mass communication;
2. Definition of media and the mass media, the relationship between the mass media and mass communication;
3. theories of ideology;
4. Liberalism and literary critique of the early 20th century, Leavis F, Thompson Q and their followers;
5. Marxism, Frankfurt school, early representatives and their teachings;
6. Late representatives of the Frankfurt School, the followers of their teachings;
7. Empiricism - representatives, followers;
8. Relativism - representatives, followers;
9. Utilitarianism - representatives, followers;
10. Sociological school of mass media and mass communication, representatives and followers;
11. Functional theories of mass media and mass communication, representatives, followers;
12. Economic theories of media and mass communications, representatives, followers;
13. Theories of media responsibility, representatives and followers;
14. Theorists of manipulation;
15. From objectivity to honesty.

Literature



McQuail, Denis: McQuails Mass Communication Theory, 6th ed., SAGE Publications, London, 2010. (odabrane stranice)



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



Inglis, F: Teorija medija, AGM, Zagreb, 1997.



Horisch, J. Teoretska apoteka, Algoritam, Zagreb, 2007.

The Persecution of Witches

61927



Lecturer in Charge



Izv. prof. dr. sc.
Alexander
Buczynski

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

Teaching assistant

Izv. prof. dr. sc. Alexander
Buczynski

Course Description

Introduce students to the different interpretations of the witch in Croatian and world historiography, teach them to critically analyze the relevant literature and to formulate arguments thesis in connection with it.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 5th semester, 3rd year)
- » History (Study) (elective courses / working groups, 1st semester, 1st year)
- » History (Study) (elective courses / working groups, 3rd semester, 2nd year)
- » History (Study) (elective courses / working groups, 5th semester, 3rd year)

Learning Outcomes

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

1. Analyze the arguments of some historians in connection with the persecution of witches.
2. Compare different historiographical interpretations in relation to this.
3. Show the important from the unimportant both in theory and in terms of the facts relevant to this topic.
4. Explain the correlation between the (alleged) witches and their prosecutors.
5. Analyze and collaborate in small groups and share the experiences and opinions.
6. Explain and express reasoned opinions in connection with the persecution: who were witches, who were plaintiffs, to read as follows accusations in order to explain the ups and downs of persecution?
7. Reproduce and present the main conclusions related to this topic.

General Competencies

After finishing the programme student will be able to:
 identify major issues in interpretation of history,
 defend his/her own opinion in discussions on different historical events and processes,
 demonstrate the importance of interdisciplinary interpretations of historical events,
 reconstruct historiographic tools in making conclusions of historical processes and events,
 appraise the value of historiographic interpretations.

Grading

The activity of students will be monitored, that will be reflected in the overall score. The exam is written.

Week by Week Schedule

1. Introduction to the major challenges and tasks of historiography
2. Vladimir Bayer, *Ugovor s đavlom*, p. 127-181.
3. E. William Monter, *Witchcraft in France and Switzerland*, p. 115-141, 191-200.
4. H. C. Erik Midelfort, *Witch Hunting in Southwestern Germany 1562-1684*, p. 166-192.
5. Alan Macfarlane, *Witchcraft in Tudor and Stuart England*, p. 81-99.
6. Same, p. 147-177.
7. Same, p. 178-244.
8. Christina Larner, *Enemies of God*, p. 15-28, 60-68.
9. Same, p. 69-102.
10. Movie: "The Crucible" (according to the theater production of Arthur Miller)
11. Paul Boyer & Stephen Nissenbaum, *Salem Possessed*, p. 179-221.
12. Brian P. Levack, *The Great Witch-Hunt*, p. 607-640.
13. Sharon Hanna, *Constructing the Wicked Witch*, p. 62-78.
14. B. Robert Kreiser, *The Devils of Toulon: Demonic Possession and Religious Politics in Eighteenth-Century Provence*, p. 85-99.
15. Amy M. Froide, *Never Married. Singlewomen in Early Modern England*, p. 15-43 and final overview.

Literature



Vladimir Bayer (1953).
Ugovor s đavlom, Zora,
 Zagreb



E. William Monter (1976).
*Witchcraft in France and
 Switzerland*, Cornell
 University Press



H. C. Erik Midelfort (1972).
*Witch Hunting in
 Southwestern Germany
 1562-1684*, Stanford
 University Press



Alan Macfarlane (1999).
*Witchcraft in Tudor and
 Stuart England*, Routledge



Enemies of God (2000).
Enemies of God, John
 Donald Publishers Ltd

Travels and Travel Writers throughout History

93964



Lecturer in Charge



Prof. dr. sc.
Mijo Korade

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

Course Description

Presenting the issues of everyday history and the history of mentalities through analysis of travel writing. Describing the process of idea exchange through contact between civilizations. Gaining a deeper insight into the political, social, economic and cultural history of different civilizations in the past. Describing different transport means and ways to travel through history. Developing analytic and synthetic skills for the reconstruction of parallel flows of global history. Introduction to the contribution of the Croatian travel writers to the national and world culture. Defining issue topics (e.g. the opposition tourist - traveler, travel writing as a historical source and literary genre).

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 6th semester, 3rd year)
- » History (Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Study) (elective courses / working groups, 6th semester, 3rd year)

Learning Outcomes

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

1. Analyze what was the contribution of Croatian travel writers to the national and world culture,
2. Describe different transport means and ways to travel through history,
3. Distinguish different processes of idea exchange through contact between civilizations,
4. Explain a work of travel writing within the context of parallel flows of global history,
5. Define certain issue topics (e.g. the opposition tourist - traveler, travel writing as a historical source and literary genre).

General Competencies

Upon successfully completing their studies, the students will be able to :
identify the basic problems of interpretation of historical events and processes,
write an essay on individual historical periods,
point out the necessity of interdisciplinary consideration of certain historical themes,
compare the historical processes at different times,
interpret historical sources,
assess the value of certain historical interpretations.

Grading

During the course each student activity will be monitored and this will reflect on the final grade. Class attendance is mandatory. The final exam will consist of a written and oral part.

Week by Week Schedule

1. Travel and travel writing in the period of antiquity (I) - The History of Herodotus
2. Travel and travel writing in the period of antiquity (II) - Anabasis by Xenophon
3. Travel and travel writing in the period of antiquity (III) - Guide to Greece by Pausanias
4. Travel and travel writing in the Middle Ages (I) - Book of Travels by Benjamin of Tudela
5. Travel and travel writing in the medieval period (II) - The Million by Marco Polo
6. Travel and travel writing in the medieval period (III) - Journey by Ibn Battuta
7. Travel and travel writing in the early modern period (I) - Columbus's Voyages to the New World
8. Travel and travel writing in the early modern period (II) Croatian Jesuits - missionaries
9. Travel and travel writing in the early modern period (III) - Voyages Round the World of James Cook
10. Travel and travel writing in the 19th century (I) - Journey from St. Petersburg to Moscow of Aleksandar Radišev
11. Travel and travel writing in the 19th century (I) - The Oregon Trail by Frank Parkman
12. Travel and travel writing in the 19th century (III) - How I Found Livingstone by Henry Morton Stanley
13. Contemporary travel and travel writing (I) - Travels of Seljan Brothers
14. Contemporary travel and travel writing (II) - the diaries of Ernesto "Che" Guevara
15. Contemporary travel and travel writing (III) - the Kon-Tiki expedition of Thor Heyerdahl

Literature



Felipe Fernandez-Armesto:
Tragači: globalna povijest
istraživanja, Fraktura,
Zaprešić, 2010.



Hermann Schreiber:
Simfonija ceste, Naprijed,
Zagreb, 1961.



Mijo Korade: Hrvatski
isusovci-misionari,
Hrvatska pokrajina Družbe
Isusove, Zagreb, 1991.

Urban Sociology

37773

Lecturer in Charge



Izv. prof. dr. sc.
Anka Mišetić

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

Course Description

The key aim of the course is to enable students to understand, investigate and explain the social phenomena, relations and processes specific for urban settlements, in their complexity and diversity: in their basic and longterm but also in their short term and changeable occurrences.

Course Type

» Sociology (Study) (elective courses I., 4th semester, 2nd year)

Learning Outcomes

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

1. Explain how economic, political, cultural and demographic factors affect cities and the life experiences of people in cities
2. Evaluate work of policy makers, planners, and designers in effective solving of urban and regional problems
3. Compare historical and contemporary patterns of urbanization and suburbanization
4. Outline issues related to the social, local, and micro levels of urban contexts

General Competencies

Upon successfully passed exam, students will be able to:
 Use the general knowledge of society and of social processes.
 Explain causal relationships between the various social phenomena.
 Plan own engagement in resolving of the various social issues.
 Explain the key structural factors that are shaping society.
 Explain the social change using classical and contemporary sociological approaches.

Grading

Class attendance and participation - 30%;
 Thematic paper (non-obligatory) - 15%;
 Oral exam - 55%.

Week by Week Schedule

1. Main theoretical approaches in urban sociology.

2. Historical approach to the interpretation of the development of urban settlements (Mumford)
3. Development of the city through the history: antics and middle ages.
4. Development of the city through the history: baroque and industrial city.
5. Post-industrial city: new challenges.
6. Simmel and sociology of metropolis.
7. Weber theoretical model and interpretation of the city.
8. Chicago school of urban sociology - main authors: Park and Burgess
9. Chicago school of urban sociology - main authors: Wirth
10. Neo-Marxists: Lefebvre and Castells.
11. Kevin Lynch: mental image of the city.
12. Postmodern questions: relationship between village and city
13. The role of the cities in contemporary society: socially-sustainable city.
14. Virtual cities
15. Croatian urban sociology: main issues and research

Literature



Ognjen Čaldarović (1985).
Urbana sociologija, Zagreb:
Globus



Louis Mumford (1988). Grad
u historiji, Zagreb: Naprijed

Venetian History

38068



Lecturer in Charge



Doc. dr. sc.
Marino Manin

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

Course Description

The objective of the course is to familiarize students with the emergence, development and influence of the Venetian Republic in Europe, but the Croatian history from the Middle Ages until the fall of the Republic. Also more detailed analysis and comparison of Venetian and Croatian history will result in new knowledge and interest in the history of both nations.

Course Type

» History (Study) (required course, 6th semester, 3rd year)

Learning Outcomes

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

1. Describe the course of historical events in the Republic of Venice from 5 to 18 century,
2. Identify the most important information and people from Venetian history contributed to the emergence and development of the Republic,
3. Explain the causal relationship of Venetian ups and downs with European developments,
4. Analyze the relationship of the Venetian Republic and the eastern Adriatic coast,
5. Analyze the reasons for the negative Venetian politics through the centuries against the Dubrovnik Republic,
6. Compare the cultural and artistic achievements of Venice with European as well as Croatian,
7. Show similarities in political and daily life of both sides of the Adriatic coast.

General Competencies

After finishing the programme student will be able to:

1. summarize basic information of the Croatian and the World history
2. identify major issues in interpretation of history
3. design his/her own conclusion on different historical events and processes
4. compare historical processes of different periods
5. differentiate specificities of historical periods

Grading

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

Week by Week Schedule

1. Introduction to the history of Venice
2. Venetians as commercial agents to the hinterland
3. Establishing control over the northern and central Adriatic
4. The fight for control of the southern Adriatic and the trade benefits in the area of Byzantium
5. The urban development of the city on the lagoon
6. The highlight of the Venetian power: IV. Crusade
7. The social and institutional development of the Venetian Republic
8. II. Genoa war, and the deeds of the Polo family
9. III. and IV. Genoa war: economic exhaustion
10. Social Development of the Republic of Venice, condottiere and end communal Italy
11. Geostrategic opportunities in the Mediterranean up to the Battle of Lepanto
12. Last century the Republic of Venice and the Venetian contribution to European cultural heritage
13. Croats in Venice
14. Istria under Venetian rule
15. Dalmatia under Venetian rule

Literature



Lovorka Čoralić (2004).
Kraljica mora s lagunarnih
sprudova: povijest Mletačke
Republike, Maridijani,
Samobor



Charles Diehl (2006).
Mletačka republika, Zagreb

Visual Communication

37923

Lecturer in Charge



Doc. dr. sc.
Irena Sever

ECTS Credits	4.0
English Level	L1
E-learning Level	L1
Study Hours	15
	15
Teaching assistant	
Doc. dr. sc. Irena Sever	

Course Description

Teaching the students to understand the importance of visual communication in the mass communication media in everyday life. Understanding the differences and similarities of visual communication in photography, film and television. Gaining practical skills of making (audio)visual messages.

Course Type

- » Communication Sciences (Dual-major studies Study) (agencies-the press, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (agencies-the press, 5th semester, 3rd year)
- » Communication Sciences (Dual-major studies Study) (radio-television, 3rd semester, 2nd year)
- » Communication Sciences (Dual-major studies Study) (radio-television, 5th semester, 3rd year)
- » Communication Sciences (Study) (agencies-the press, 3rd semester, 2nd year)
- » Communication Sciences (Study) (agencies-the press, 5th semester, 3rd year)
- » Communication Sciences (Study) (radio-television, 3rd semester, 2nd year)
- » Communication Sciences (Study) (radio-television, 5th semester, 3rd year)

Learning Outcomes

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

1. List, qualify and explain the basic concepts of visual communication.
2. Define and explain visual communication, its characteristics and applications.
3. Define and explain the role and importance of visual communication,
4. Classify and evaluate the differences in visual communication in photography, film and television.
5. Apply the acquired knowledge about visual communication in media practice.

General Competencies

Apply the knowledge of the basic concepts of communicology and journalism related to visual communication;
 Theoretically define, classify and explain visual communication;
 Reproduce, apply and explain the basic theories of visual communication;
 Recognize, explain and analyze the situation, innovations, challenges and problems in visual communication.

Grading

50% seminar assignment, 50% exam.

Week by Week Schedule

1. The importance and prevalence of visual communication in the contemporary culture; semiotics of visual communication (advertising, photography, caricature): denotation, connotation, ideology, ethics of visual communication, non-verbal communication;
2. Process of receiving visual information and eye physiology;
3. Visual constants: shape, size, color, brightness;
4. Eye of the camera and its objectivity; shot and division of shots with regard to the origin, observers, duration, sharpness; scene;
5. Sequence; shot sequence;
6. Film plans and their division;
7. Psychological, aesthetic and connotative meanings of certain types of plans;
8. Connotative meanings of certain types of points of view;
9. Camera movements and connotative meanings of picture motion: a static image, panoramic shot and driving;
10. Types of film and television editing, editing transitions, creating dynamics within the picture shoot;
11. Semiotics in visual communication (advertising, photography, caricature): denotation, connotation, ideology;
12. Visual communication ethics;
13. Non-verbal communication, color, color relationship and background color;
14. Elements and the importance of visual image;
15. Similarities and differences between film and television.

Literature



Chris Jenks (ur.), Vizualna kultura, Jesenski i Turk, Zagreb, 2003.



Arthur Asa Berger, Seeing is Believing. An Introduction to Visual Communication, McGraw Hill, New York, 2008.



Krešimir Purgar (ur.), Vizualni studiji - umjetnost i mediji u doba slikovnog obrata, CVS, Zagreb, 2009.

World Populations

37787



Lecturer in Charge



Izv. prof. dr. sc.
Nenad Pokos

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours
15
15

Teaching assistant

Izv. prof. dr. sc. Nenad Pokos

Course Description

Getting to know basic scientific facts regarding the dynamics, distribution and structures of World population with special emphasise on continental and regional differences. Understanding the actual demographic, social, historical, political and economic development of the World .

Course Type

- » Communication Sciences (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Communication Sciences (Study) (elective general foundation courses, 4th semester, 2nd year)
- » Communication Sciences (Study) (elective general foundation courses, 6th semester, 3rd year)
- » History (Study) (elective general foundation courses, 2nd semester, 1st year)
- » History (Study) (elective general foundation courses, 4th semester, 2nd year)
- » History (Study) (elective general foundation courses, 6th semester, 3rd year)
- » Psychology (Study) (elective general foundation courses, 2nd semester, 1st year)
- » Sociology (Study) (elective courses (2), 2nd semester, 1st year)
- » Sociology (Study) (elective courses (2), 4th semester, 2nd year)
- » Sociology (Study) (elective courses (2), 6th semester, 3rd year)

Learning Outcomes

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

1. Explain the dynamics and distribution of World population.
2. Differ the stages of demographic transition.
3. Understand the problems of overpopulation and poverty.
4. Analyse the continental and regional differences of the population.

General Competencies

Students should be able to understand actual demographic, social, historical and economic development of the world .

Grading

Class attendance 10%
 First test 45%
 Second test 45%

Week by Week Schedule

1. Dynamics of the World population (main characteristics in previous 20 centuries).
2. Demographic transition.
3. Natural elements as a determinant of the World population development (effects of climate and relief).
4. Distribution of the World population and overpopulation problem.
5. Urbanization as world phenomenon of the spatial redistribution of population.
6. Most important types and examples of pre modern and modern migrations.
7. Cultural and anthropological structure of population.
8. Test.
9. Political crises and wars as a factor of population dynamics and distribution.
10. Population and problems of poverty and famine, AIDS.
11. Population and eugenics (chosen examples: USA, Germany, Scandinavia, China).
12. Population of China and India - two countries with the biggest population in the world.
13. Population of Japan (Ainu); Population of Australia (Aborigines); Population of New Zealand (Maori).
14. Nations without national country - Kurds, Basks, Catalans, Saami, Scots.
15. USA - the most immigrant country in the world (Amishes, Mormons); Ireland from emigration to immigration country.

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).



Narodi Europe, priredio: Felipe Fernandez-Armesto (1997): The Times, Naklada Zadro, Zagreb.



Ferrera, M. (2004): Narodi svijeta, Stanek, Varaždin.

Writing in English

38006

Lecturer in Charge



Pred.
Vedrana Vojković
Estatiev

ECTS Credits	4.0
English Level	L1
E-learning Level	L3
Study Hours	60

Course Description

To expose students to effective writing techniques in journalism, within the context(topics) covered in the required literature

To enable students to differentiate between the main styles, registers and functions of written texts

To enable students to master the rules of punctuation, sentence and paragraph structure

To enable students to apply the acquired strategies in independent writing (headlines, paragraphs, reviews, reports, etc.)

Course Type

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

Learning Outcomes

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

1. Use effectively their enhanced writing skills in the independent preparation of written texts related to journalism
2. Recognize and make correct use of a range of vocabulary focusing on specific terminology in the following areas: work, unemployment and welfare; crime and punishment; diplomacy and war; entertainment and arts; sports
3. Use word transformations, synonyms, antonyms, collocations
4. Demonstrate the integration of acquired grammatical and other knowledge and skills for the purpose of writing structured texts correctly
5. Use authentic materials and texts to further expand their vocabulary and enrich their spoken and written language

General Competencies

Apply and make effective use of the acquired basic concepts related to communication sciences in the English language. Express themselves clearly and concisely in the written form in the English language with emphasis on English for journalists and public relations. Work efficiently both as individuals and as team members.

Grading

regular attendance and active participation in classes 30%
 work on the course portfolio 30%
 written exam 40% (students must achieve a score of at least 60%)

Week by Week Schedule

1. Characteristics of formal and informal writing style – differences in vocabulary, sentence structure, choice of grammar, etc.
2. Differences in register – presenting the same information using various registers.
3. Cohesion – the appropriate use of linking words (conjunctions and sentence adverbials).
4. Punctuation – joining sentences by means of participle and relative clauses.
5. Punctuation – the effective and appropriate use of commas, parentheses, colons and other punctuation marks.
6. Description – how to make a description interesting.
7. Description – how to make a description interesting.
8. Giving instructions and advice – avoidance of the imperative.
9. Narrative – linking events in chronological order, writing short newspaper article.
10. Narrative – linking events in chronological order, writing short newspaper article.
11. Vocabulary focusing on specific terminology in the following areas: work, unemployment and welfare; crime and punishment; diplomacy and war; entertainment and arts; sports, introduced through a range of authentic materials.
12. Vocabulary focusing on specific terminology in the following areas: work, unemployment and welfare; crime and punishment; diplomacy and war; entertainment and arts; sports, introduced through a range of authentic materials.
13. Autonomous writing tasks and student presentations.
14. Autonomous writing tasks and student presentations.
15. Autonomous writing tasks and student presentations.

Literature



Cory, H. (1999). *Advanced Writing with English in Use CAE*, odabrana poglavlja, cca. 100 str., Oxford: Oxford University Press



Mascull, B. (1995). *Collins Cobuild Key Words in the Media*, odabrana poglavlja, cca 70 str., London: Harper Collins Publishers



Jednojezični rječnik prema izboru



Gramatički priručnik prema izboru

Zadar in the Middle Ages

93924



Lecturer in Charge



Doc. dr. sc.
Tomislav Popić

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

Course Description

The aim of this course is to provide students with basic knowledge about the development of the most important Dalmatian city of Zadar in the Middle Ages, taking into account political, social, economic and cultural processes. The exceptional position of the city imposed its development from the early Middle Ages, and throughout the medieval period the city balanced between Byzantium, Venice, Hungarian kings and Croatian leaders, while developing its own institutions and municipal government. During the semester, students will familiarize themselves with some of the main sources for the study of Zadar medieval history, and working on literature they will learn to read and to think critically.

Course Type

- » History (Dual-major studies Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Dual-major studies Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Dual-major studies Study) (elective courses / working groups, 6th semester, 3rd year)
- » History (Study) (elective courses / working groups, 2nd semester, 1st year)
- » History (Study) (elective courses / working groups, 4th semester, 2nd year)
- » History (Study) (elective courses / working groups, 6th semester, 3rd year)

Learning Outcomes

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

1. Define main problems of Zadar medieval history.
2. Describe the course of Zadar history to the end of the 15th century.
3. Explain events on micro level compared to general political and social circumstances.
4. List the main sources for the study of Zadar medieval history.
5. Analyze literature critically.
6. Compare the significance of literature.

General Competencies

After successfully graduating student will be able to:
summarize basic information of the Croatian and the World history,
describe historical processes,
distinguish difference between important and non-important facts within
historiographic interpretation,
combine different historical processes.

Grading

Oral exam 100%

Week by Week Schedule

1. Introduction - student obligations, literature, exams.
2. Zadar in the early middle ages - continuity of urban life, Aachen peace 812AD, centre of byzantine tema, provincia Iadertina.
3. Zadar in the 12th century - foundation of archbishopric, first clashes with Venice.
4. Zadar in the 13th century - Venetian conquest of Zadar 1202, Venetian rule during the course of 13th century, rebellion 1313.
5. Zadar in the first half of the 14th century - Zadar under the rule of Šubići, Venetian siege of Zadar and new contract with Venice 1346, Zadar peace 1358
6. Zadar in the second half of the 14th century - the highlight of middle ages, organization of government and judiciary
7. Zadar in the 15th century - subdual to Venice 1409, twilight of medieval commune
8. Social structure - urban nobility, citizens, commoners, church officials
9. Family life - marriage, dowries, marriage relations
10. Everyday life - examples from Zadar courts, spiritual life
11. Books and literacy - role of the written word in society, development of notariate, sources, first humanists
12. Art - urbanism, architecture
13. Art - painting, statuary, crafts
14. Field trip to Zadar
15. Recapitulation

Literature



Nada Klaić, Ivo Petricoli, Zadar u srednjem vijeku do 1409., Zadar 1976.



Tomislav Raukar, Ivo Petricoli, Franjo Švelec, Šime Peričić, Zadar pod mletačkom upravom 1409-1797, Zadar 1987.



Tomislav Popić, Izvorne cjeline srednjovjekovnih zadarskih sudskih zapisnika u arhivskom fondu Curia maior ciuilium, Historijski zbornik LXIV/2 (2011.), str. 321-376.



Tomislav Raukar, Zadar u XV stoljeću. Ekonomski razvoj i društveni odnosi, Zagreb 1977.



Mladen Ančić, Od tradicije sedam pobuna do dragovoljnih mletačkih podanika. Razvojna putanja Zadra u prvome desetljeću 15. stoljeća, Povijesni prilozi 37 (2009.), str. 43-96.