



**University of Zagreb**  
**Faculty of Croatian Studies**

Borongajska cesta 83d, HR-10000 Zagreb, Croatia

**ECTS Information Package**  
**Graduate Study**

for Academic Year  
2023/2024

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Graduate Study  
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Full professor Mario Grčević  
Acting Dean

**EDITOR**

Katarina Dadić, Assistant prof.  
Acting Vice Dean for Students and Study Programmes

**AUTORS**

Lecturers in Charge

**DESIGN AND PREPRESS**

dr. sc. Vlatka Paunović  
mr. sc. Siniša Tomić

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## Table of Contents

Study programme	14
Demography and Croatian Diaspora (300 ECTS)	15
Communication Sciences (120 ECTS)	18
Croatology- Science Stream (120 ECTS)	23
Croatian Latinity (120 ECTS)	26
History - Science Stream (120 ECTS)	28
Psychology (120 ECTS)	32
Sociology - Science Stream (120 ECTS)	36
Philosophy - Teaching Stream (60 ECTS)	41
Croatian Latinity (60 ECTS)	43
Croatology- Teaching Stream (60 ECTS)	45
History - Teaching Stream (120 ECTS)	48
Sociology - Teaching stream (60 ECTS)	52
Courses	56
Active Learning Strategies	57
Applied Statistical Software	58
Arabian Philosophy	60
Archivistics for historians	62
Bibliotherapy in the Literature Class	64
Bioethics	67
Book and Library History in Croatian Cultural Territory	69
Challenges of Social Stratification in Croatia	72
Chapters and Monasteries: Centres of Medieval Civilisation	74
Childhood Pedagogy	77
Clinical Psychodiagnostics	78
Clinical Psychology Reports/Clinical Report Writing	81
Croatian Diaspora and Public Action	83
Cognitive Psychology	85
Concepts and Theories of Media Effects	88
Contemporary Croatian Literature produced outside Croatia	91
Contemporary International Migration	92
Contemporary philosophy	94
Contemporary Psychological Research in Croatia	96
Contemporary social theory	98
Contemporary Sociological Theories	100
Corporate Communications	103
Corporate Demographics	105
Corporate Social Responsibility	107
Correlation Practicum in the Methodology of Teaching	109
Criminology of Bullying	112
Critical Thought in Sociology	114
Croatian Catholic Missions	116
Croatian Children's Literature	118
Croatian Cultural History	121
Croatian Cultural Tourism	124
Croatian emigrant media	126

Croatian Emigration and the Homeland War	128
Croatian-Hungarian permeations in the XIX. Century	130
Croatian Language Policy	132
Croatian Language Teaching in the Diaspora	134
Croatian Latinists in the Literary Republic	136
Croatian Latinity Genres	139
Croatian lexicography	141
Croatian Linguistic Prescription	143
Croatian Military History and Homeland War	146
Croatian Philosophical Heritage in the European Context	148
Croatian Political History	150
Croatian Political History from 1990 to 1995	152
Croatian Press in the Diaspora	154
Croatian Stage Art	156
Croatian state, public and social institutions	158
Croatian Woman in Emigration	161
Croatian Writers of European Reference	163
Croats in Australia and New Zealand	165
Croats in Germany	167
Croats in North America	170
Croats in South America	172
Cultural and linguistic diversity in Europe/ Kulturelle und sprachliche Diversität in Europa	174
Cultural History and Latinity: The Middle and Early Modern Ages	176
Culture, Identity and Globalization	179
Culture of Croats in the Diaspora	181
Culture of Peace and Non-violence	183
Culture of Travel to the Ancient East and Egypt during the 19th and 20th Century	186
Data processing	189
Democratic Changes in the Republic of Croatia	191
Demographic Aspects of the Greater Serbian aggression in Croatia 1990-1998	193
Demographic Projections and Simulations	195
Demographic Resources and Potentials	197
Demographic Revitalization Patterns	199
Demographic Study	201
Demography	203
Demography of the Croatian Island area	206
Developmental disabilities of Children and Youth	209
Developmental Psychology	211
Developmental psychopathology	213
Development in the Social Context	215
Development of psychological research	218
Development of the Croatian language	220
Deviance at the Workplace	222
Didactics	224
Digital Sociology	227
Diploma Thesis (Science Stream)	229
Diplomatic and Consular Affairs	232
Economic History of Croatian Modern Society	235

Economic Potentials of Emigrants	238
Economic Sociology	241
Educational Psychology	243
Educational Psychology	246
Electoral Systems	249
Elementary Greek	251
Elementary Greek II	253
European Society and Integral Ecology	255
European Union and Civil Society	257
European Union Institutions	259
EU Sustainable Development Policies	261
Evaluation and Measurement of Personality	264
Event Management & Planning.	266
Factor Analysis	268
Famous Croats Worldwide	271
Field trip 2	274
Forensic Psychiatry	278
Forensic Psychology	280
Geopolitics and Global Security	282
Geopolitics and National Security	285
Geostrategy and Geopolitics	287
Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft	289
Graduate Seminar	292
Graduate Thesis	294
Graduate work	295
Graduate work	297
Graduate work	299
Graduate work	301
Great Directors of European Cinema	302
Group Processes and Impacts	304
Health Psychology	307
Heritage of Other Cultures in the Croatian Culture	310
Historiography Practicum	313
History and Archeology	315
History of Christianity in Croatia	317
History of Christianity in Croatia	320
History of Croatian Cinema	323
History of Croatian sociology	326
History of education	330
History of Egypt, Greece and Rome in Film Art – Facts vs. Fiction	332
History of Military Border	334
History of Palestine	336
History of parliamentarism in Croatia	338
Human resources management	340
Identity of Molise Croats	342
Image, Reputation Management and Lobbying	344
Immigration Models	347
Indian Philosophy	350

Integration Approach	352
Intercultural education	355
International Relations	356
Interpretation of literary text	358
Introduction to Historical Science	360
Introduction to Scientific Research	362
Introduction to Sociolinguistics	364
Ivana Brlić-Mažuranić	366
Journalism as a Profession: Practicum	368
Labour Economics	370
Latin language in the history of Croatian education	372
Latin Paleography and Epigraphy	375
Legal and Ethical Public Relations Standards	378
Legal Bases and Pedagogical Documentation	381
Lexicology and Lexicography of the Croatian Language	384
Literary Stylistics	387
Literature and Culture of Croats in the Diaspora	389
Literature and Culture of the Croats in the Diaspora	391
Local and Regional Development in Croatia	393
Logic and Methodology of Science	395
Love and Beauty in the Works of Croatian Renaissance Philosophers	397
Market Research	400
Mass Communication and Journalism in the Contemporary World	402
Mass Communication: Cultural Aspects	405
Mass Communication: Political Aspects	407
Mass Communication Research Methodology	410
Mass Communication: Sociological Aspects	413
Master thesis	415
Master thesis	416
Master thesis	417
Master thesis	418
Master Thesis	419
Media and Bioethics	422
Media and National Security	425
Media Education	427
Media in Education	429
Media Management	432
Media Pedagogy	435
Media Training	437
Medieval Legal Documents	439
Methods of Teaching Croatian Language	441
Methods of Teaching History	444
Methods of Teaching Latin	447
Methods of Teaching Philosophy, Logic and Ethics	450
Methods of Teaching Psychology	452
Methods of Teaching Sociology	455
Methods of Working with Students with Special Educational Needs	458
Migration of Highly Educated Young People	459

Military and Postwar Psychology-Croatian and International Experiences	461
Military-political relations in Bosnia and Herzegovina 1990-1995	463
Miroslav Krleža	465
Modern and Contemporary History of Bosnia and Herzegovina	467
Motivation in Teaching Croatian Language	469
Multivariate Statistical Methods	471
New Media and Digital Marketing	474
Nobility in Croatian Diet:1650-1740	476
Opinion Polls and Media Market Research	478
Oral Latin	480
Overview of Latinity in the Age of Humanism and the Renaissance	482
Overview of Latinity in the Post-Renaissance Period	485
Overview of Medieval Latinity	488
Overview of Medieval Latinity	491
Pagan and Christian Themes in Croatian Literature	494
Palliative Care	495
Parenting pedagogy	497
Participatory journalism	500
Pedagogical Management of Modern School	502
Pedagogy	505
Personality Psychology	508
Philosophical methodology	510
Philosophy and Culture: Croatia in the European Context	512
Philosophy of communication	514
Philosophy of Education	517
Philosophy of Game and Sports	519
Philosophy of Myth and Religion	521
Political and Legal Philosophy	524
Political Sociology	526
Population and Financial System	529
Population, Migrations, and National Security	532
Population of Europe	535
Post-Renaissance Latinity Genres	536
Practical Counselling and Helping Skills	539
Practical Exercises in the Methodology of Teaching [Croatian Language]	542
Practical Exercises in the Methodology of Teaching [History]	546
Practical Exercises in the Methodology of Teaching [Latin Language and Literature]	549
Practical Exercises in the Methodology of Teaching [Philosophy]	553
Practical Exercises in the Methodology of Teaching [Psychology]	557
Practical Exercises in the Methodology of Teaching [Sociology]	561
Practice – research methods of mass communication	565
Prejudice and Discrimination Prevention	568
Preparation of prevention programs	571
Production process in the Media	574
Production Thesis	576
Production Thesis	579
Psychological Counselling	581
Psychological Testing Skills and Clinical Interview	583

Psychology in Croatian Literature	585
Psychology of Advertising	588
Psychology of Mass Media and Mass Communication	590
Psychology of Mass Media and Mass Communication	593
Psychology of Organisational Behaviour	595
Psychology of profession choices	598
Psychosocial adaptation of Croatian war veterans in war and devastation	600
Psychotherapy Modalities	603
Public Promotion of Science	605
Public Relations Practicum	607
Qualitative Methodology	611
Qualitative Methodology	613
Qualitative Research Methods in Communication Sciences	615
Quantitative methodology	618
Quantitative Research Methods	620
Quantitative Research Methods in Communication Sciences	625
Reasoning and rationality	628
Regional Demography	630
Regional Economy	632
Regression Analysis	634
Religious Elements of Croatian Culture	637
Research Group – Interpretation of Early Modern Sources	639
Research Group – Interpretation of Medieval Sources	641
Research Group – Interpretation of Sources for Croatian History: the 19th Century	643
Research Group – Researching and Writing about the 20th Century	645
Research group – Sources of Egyptian, Greek and Roman History	647
Research Project	649
Risk Management and Crisis Communication	652
Risk Society	654
Risks of Mass Communication	656
Roman Military in Croatia	659
School Pedagogy	661
Self-Deception	664
Social Changes in the Republic of Croatia in 20th Century	666
Social Changes in the Republic of Croatia in 20th Century	669
Social Cognition and Perception	671
Social Development and Rise of Eastern Mediterranean Civilisations	674
Social Impact Analysis	677
Social media	680
Social media analytics	683
Social phenomenology	686
Sociology of Consumption	688
Sociology of Croatian Society 5	690
Sociology of Development	691
Sociology of Domestic Violence	694
Sociology of Drug Use	696
Sociology of Education	698
Sociology of Human Resource Management	699



Sociology of Migration and Ethnicity	701
Sociology of public health	703
Sociology of Social Changes	705
Sociology of Social Control and Police in Croatian Society	708
Sociology of the Croatian Diaspora	710
Sociology of the Croatian Diaspora	713
Sociology of the Information Technology Profession	716
Space and Population	719
Speaking and Presentation Skills in English	721
Speaking and Presentation Skills in German	723
Strategic Thinking in Public Relations	725
Stress and Psychotrauma	728
Student Placements	730
Teacher Assessment and Evaluation	732
Teaching Competencies in Modern Curriculum	735
Teaching Grammar in Teaching Croatian Language	738
The Croatian Humanist Epic	740
The Demographic Development of Croatia	743
The Media: A Critical Approach	745
The Media and Children	748
Theory of History	749
Theory of Literature	752
Theory of Psychological Testing	754
Therapeutic Pedagogy 1	756
Therapeutic Pedagogy 2	759
The Speech Culture	762
The Violence of Children and Minors	764
Transition, State, Diaspora	766
TV Journalism	769
Violence Against Children and Among Children	771
Word Formation in the Croatian Language	772
Working with Groups	774
Working with Students with Special Educational Needs	777
World Population	780
Youth Subcultures	782
Yugoslav security services from 1944. to 1992.	784
Lecturers	786
Andelko Akrap	787
Lea Andreis	787
Ivan Andrijanić	787
Toni Babarović	787
Vanda Babić Galić	787
Joško Badžim	787
Ivan Balabanić	787
Monika Balija	787
Pavo Barišić	787
Goran Batina	787
Dino Bečić	787

Adrian Jadranko Beljo	787
Mijo Beljo	787
Petar Bilobrk	787
Tamara Bodor	787
Lidija Bogović	787
Duje Bonacci	788
Krunoslav Borovec	788
Milan Bošnjak	788
Lovorka Brajković	788
Andreja Brajša-Žganec	788
Marijana Braš	788
Petrana Brečić	788
Erik Brezovec	788
Domagoj Brozović	788
Gordana Buljan-Flander	788
Ivan Burić	788
Josip Burušić	788
Krešimir Bušić	788
Rona Bušljeta Kardum	788
Nadica Buzina	788
Irena Cajner Mraović	788
Sandra Car	789
Lana Ciboci Perša	789
Iva Černja Rajter	789
Zvonimir Čuljak	789
Stjepan Čosić	789
Krešimir Dabo	789
Katarina Dadić	789
Lovre de Grisogono	789
Šime Demo	789
Nikša Dubreta	789
Ivo Džinić	789
Jelena Flego	789
Ivana Franić	789
Viktoria Franić Tomić	789
Zygfryd Eckardt Gehrman	789
Eva Katarina Glazer	789
Mario Grčević	789
Zrinka Greblo Jurakić	789
Ivana Greguric	790
Tanja Grmuša	790
Georg Holzer	790
Martina Horvat	790
Neven Hrvatić	790
Nenad Jakšić	790
Tomislav Janović	790
Ivana Jeleč	790
Katarina Jelić	790

Marko Jerković	790
Ljubica Josić	790
Ivana Jukić Vidas	790
Tado Jurić	790
Dunja Jurić Vukelić	790
Jelena Jurišić	790
Marko Kardum	790
Darko Karić	790
Vesna Karuza Podgorelec	790
Ivica Kinder	791
Sanja Klempić Bogadi	791
Zoran Komar	791
Monika Komušanac	791
Vanja Kopilaš	791
Dora Korac	791
Zlatica Kozjak Mikić	791
Wollfy Krašić	791
Ivana Kresnik	791
Lucija Krešić Nacevski	791
Tamara Kunić	791
Ivana Kuzman	791
Danijel Labaš	791
Davorin Lapaš	791
Marinko Lozančić	791
Maria Florencia Luchetti	791
Karlo Lugomer	792
Lovorka Mađarević	792
Dražen Maleš	792
Jelena Maričić	792
Marko Marina	792
Igor Marinić	792
Marica Marinović Golubić	792
Suzana Marjanić	792
Bojan Marotti	792
Maja Matasović	792
Renato Matić	792
Stjepan Matković	792
Željka Metesi Deronjić	792
Vine Mihaljević	792
Zdeslav Milas	792
Silvestar Mileta	792
Kristina Milković	792
Ivan Milotić	792
Roko Mišetić	793
Lucia Miškulin Saletović	793
Ivana Mostarac	793
Marjan Ninčević	793
Domagoj Novosel	793

Nina Ožegović	793
Katarina Pavičić Dokoza	793
Dario Pavić	793
Lana Pavić	793
Joško Pavković	793
Benjamin Perasović	793
Anita Perešin	793
Marina Perić Kaselj	793
Josip Periša	793
Ivan Perkov	793
Ana Petak	793
Davor Piskač	794
Zdravko Petanjek	794
Nenad Pokos	794
Jadranka Polović	794
Tomislav Popić	794
Vladimir Preselj	794
Marta Račić	794
Ivana Radić	794
Goran Radoš	794
Ana Raguž Šutalo	794
Miroslav Rajter	794
Vladimira Rezo	794
Zvonimir Savić	794
Sandro Skansi	794
Andreja Sršen	794
Željka Struk	794
Ines Sučić	795
Luka Šikić	795
Nikolina Šimetin Šegvić	795
Nikola Šimunić	795
Matija Mato Škerbić	795
Stjepan Šterc	795
Vladimir Šumanović	795
Iva Šverko	795
Iva Tadić	795
Iva Takšić	795
Mladen Tomorad	795
Davor Trbušić	795
Kristian Turkalj	795
Tamara Tvrtković	795
Ivan Uldrijan	795
Petar Ušković Croata	795
Joost Van Loon	795
Vanesa Varga	795
Darko Vitek	796
Karolina Vrban Zrinski	796
Dario Vučenović	796

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Vlatka Vukelić	796
Sanja Vulić Vranković	796
Marija Zelić	796
Dubravka Zima	796
Valentina Žitković	796
Marina Živković	796

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## **Study programme**

## Demography and Croatian Diaspora (300 ECTS)

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

1st semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
DEM 3.0	Corporate Demographics (238016) Akrap, A.	Lo	45 (30+15+0)	I	
DEM 2.0	Croatian Catholic Missions (238017) Krašić, W.	Lo	30 (15+15+0)	I	
DEM 2.0	Croatian Woman in Emigration (238015) Krašić, W.	LI	30 (15+15+0)	I	
DEM 3.0	Croats in Germany (238013) Krašić, W.	Lo	30 (30+0+0)	I	
DEM 3.0	Economic Potentials of Emigrants (238014) Perić Kaselj, M.	Lo	30 (30+0+0)	I	
ECTS	DEM (17929) - Elective courses => DEM (17929)-Izborni predmeti na studiju demografije i hrvatskoga iseljništva	Eng. Lev.	Study Hours	Sem.	
DEM 3.0	Croatian Cultural Tourism (213951) Babić Galić, V.	Lo	30 (0+30+0)	I, 2, 3, 4	
DEM 2.0	Demographic Aspects of the Greater Serbian aggression in Croatia 1990-1998 (239760) Lozančić, M.	Lo	30 (15+15+0)	I, 2, 3, 4	
DEM 2.0	Identity of Molise Croats (214021) Račić, M.	Lo	30 (30+0+0)	I, 2, 3, 4	
2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
DEM 3.0	Croatian Emigration and the Homeland War (238018) Krašić, W.; Lozančić, M.	Lo	30 (15+15+0)	2	
DEM 2.0	Electoral Systems (238021) Komušanac, M.	Lo	30 (30+0+0)	2	
DEM 2.0	Field trip 2 (238023) Krašić, W.	Lo	30 (0+0+30)	2	
DEM 3.0	Integration Approach (238019) Polović, J.	Lo	45 (30+15+0)	2	
DEM 3.0	Regional Economy (238022) Akrap, A.	Lo	30 (15+15+0)	2	
ECTS	DEM (17929) - Elective courses => DEM (17929)-Izborni predmeti na studiju demografije i hrvatskoga iseljništva	Eng. Lev.	Study Hours	Sem.	
DEM 3.0	Contemporary Croatian Literature produced outside Croatia (227876) Vulić Vranković, S.	Lo	30 (15+15+0)	I, 2, 3, 4	
DEM 2.0	Contemporary International Migration (239762) Jurić, T.	Lo	30 (15+15+0)	I, 2, 3, 4	
DEM 2.0	Demography of the Croatian Island area (239761) Komušanac, M.	Lo	30 (15+15+0)	I, 2, 3, 4	
DEM 2.0	Famous Croats Worldwide (226933) Krašić, W.	Lo	30 (15+15+0)	I, 2, 3, 4	

ECTS	DEM (17929) - Elective courses => DEM (17929)-Izborni predmeti na studiju demografije i hrvatskoga iseljništva	Eng. Lev.	Study Hours	Sem.
DEM 2.0	Geostrategy and Geopolitics (226936) Lozančić, M.	Lo	30 (15+15+0)	I, 2, 3, 4
DEM 2.0	Space and Population (253803) Mišetić, R.	Lo	30 (15+15+0)	I, 2, 3, 4
DEM 2.0	Transition, State, Diaspora (226934) Polović, J.	Lo	30 (15+15+0)	I, 2, 3, 4
<b>3rd semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
DEM 3.0	Population and Financial System (253115) Akrap, A.	Lo	30 (15+15+0)	3
DEM 4.0	Population, Migrations, and National Security (253140) Komušanac, M.	Lo	60 (30+30+0)	3
DEM 3.0	Regional Demography (253112) Klempić Bogadi, S.	Lo	30 (15+15+0)	3
DEM 2.0	World Population (253109) Klempić Bogadi, S.	Lo	30 (15+15+0)	3
ECTS	DEM (17929) - Elective courses => DEM (17929)-Izborni predmeti na studiju demografije i hrvatskoga iseljništva	Eng. Lev.	Study Hours	Sem.
DEM 3.0	Croatian Cultural Tourism (213951) Babić Galić, V.	Lo	30 (0+30+0)	I, 2, 3, 4
DEM 2.0	Demographic Aspects of the Greater Serbian aggression in Croatia 1990-1998 (239760) Lozančić, M.	Lo	30 (15+15+0)	I, 2, 3, 4
DEM 2.0	Identity of Molise Croats (214021) Račić, M.	Lo	30 (30+0+0)	I, 2, 3, 4
<b>4th semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
DEM 3.0	Demographic Revitalization Patterns (253187) Komušanac, M.	Lo	30 (15+15+0)	4
DEM 2.0	Diplomatic and Consular Affairs (253186) Turkalj, K.	Lo	30 (30+0+0)	4
DEM 5.0	Graduate Thesis (253189)	Lo	30 (0+30+0)	4
DEM 3.0	Immigration Models (253188) Jurić, T.	Lo	30 (15+15+0)	4
ECTS	DEM (17929) - Elective courses => DEM (17929)-Izborni predmeti na studiju demografije i hrvatskoga iseljništva	Eng. Lev.	Study Hours	Sem.
DEM 3.0	Contemporary Croatian Literature produced outside Croatia (227876) Vulić Vranković, S.	Lo	30 (15+15+0)	I, 2, 3, 4
DEM 2.0	Contemporary International Migration (239762) Jurić, T.	Lo	30 (15+15+0)	I, 2, 3, 4
DEM 2.0	Demography of the Croatian Island area (239761) Komušanac, M.	Lo	30 (15+15+0)	I, 2, 3, 4
DEM 2.0	Famous Croats Worldwide (226933) Krašić, W.	Lo	30 (15+15+0)	I, 2, 3, 4



	ECTS	DEM (17929) - Elective courses => DEM (17929)-Izborni predmeti na studiju demografije i hrvatskoga iseljništva	Eng. Lev.	Study Hours	Sem.
DEM	2.0	Geostrategy and Geopolitics (226936) Lozančić, M.	Lo	30 (15+15+0)	I, 2, 3, 4
DEM	2.0	Space and Population (253803) Mišetić, R.	Lo	30 (15+15+0)	I, 2, 3, 4
DEM	2.0	Transition, State, Diaspora (226934) Polović, J.	Lo	30 (15+15+0)	I, 2, 3, 4

## Communication Sciences (120 ECTS)

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

1st semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
COM 5.0	Mass Communication Research Methodology (57208) Burić, I.	Lo	30 (15+15+0)	I	
ECTS	KOM-dipl (4392): Specialist working group I. [1 st semester] => KOM-dipl (4392): Specijalistička radna grupa I. [I. sem]	Eng. Lev.	Study Hours	Sem.	
COM 5.0	The Media: A Critical Approach (96364) Janović, T.	L2	30 (15+15+0)	I	
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.	
COM 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	I, 2, 3	
COM 4.0	Corporate Communications (125909) Milas, Z.	L2	30 (15+15+0)	I, 2, 3	
COM 3.0	Croatian Latinists in the Literary Republic (200539) Matasović, M.	L1	30 (15+15+0)	I, 2, 3	
COM 5.0	History of Croatian Cinema (61935) Piskač, D.; Mileta, S.	L1	30 (30+0+0)	I, 2, 3	
COM 3.0	Intercultural education (217041) Hrvatić, N.	Lo	30 (15+15+0)	I, 2, 3	
COM 5.0	Media and Bioethics (64815) Mađarević, L.	L2	30 (15+15+0)	I, 2, 3	
COM 3.0	Media in Education (61961) Car, S.	Lo	30 (15+15+0)	I, 2, 3	
COM 3.0	Media Pedagogy (57234) Car, S.	L2	30 (30+0+0)	I, 2, 3	
COM 3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3	
COM 3.0	Political and Legal Philosophy (228388) Barišić, P.	Lo	30 (30+0+0)	I, 2, 3	
COM 4.0	Public Promotion of Science (57236) Jurišić, J.	L2	30 (15+15+0)	I, 2, 3	
COM 3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3	
ECTS	MEDIA => KOM-dipl (5041) - Obvezni izborni smjer: Mediji	Eng. Lev.	Study Hours	Sem.	
COM 5.0	Mass Communication and Journalism in the Contemporary World (57213) Jurišić, J.	L2	30 (15+15+0)	I, 2, 3	
COM 5.0	Production process in the Media (230991) Mihaljević, V.	Lo	60 (0+0+60)	I, 2, 3	
COM 5.0	Psychology of Mass Media and Mass Communication (64750) Kozjak Mikić, Z.	Lo	30 (15+15+0)	I, 2, 3	
COM 5.0	Risks of Mass Communication (64749) Vučenović, D.	L1	30 (15+15+0)	I, 2, 3	

ECTS	PUBLIC RELATIONS => KOM-dipl (5042) - Obvezni izborni smjer: Odnosi s javnošću	Eng. Lev.	Study Hours	Sem.
COM 5.0	Legal and Ethical Public Relations Standards (64756) Janović, T.	L2	30 (15+15+0)	I, 2, 3
COM 5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	I, 2, 3
COM 5.0	Psychology of Mass Media and Mass Communication (64750) Kozjak Mikić, Z.	Lo	30 (15+15+0)	I, 2, 3
COM 5.0	Public Relations Practicum (64753) Jeleč, I.	L2	30 (0+0+30)	I, 2, 3
ECTS	MASS COMMUNICATION RESEARCH => KOM-dipl (5043) - Obvezni izborni smjer: Znanstveno istraživanje masovnih komunikacija	Eng. Lev.	Study Hours	Sem.
COM 5.0	Mass Communication: Sociological Aspects (64752) Jurišić, J.	L2	30 (15+15+0)	I, 2, 3
COM 5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	I, 2, 3
COM 5.0	Psychology of Mass Media and Mass Communication (64750) Kozjak Mikić, Z.	Lo	30 (15+15+0)	I, 2, 3
COM 5.0	Quantitative Research Methods in Communication Sciences (118527) Burić, I.	L2	30 (15+15+0)	I, 2, 3
COM 5.0	Risks of Mass Communication (64749) Vučenović, D.	L1	30 (15+15+0)	I, 2, 3
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
COM 5.0	Concepts and Theories of Media Effects (187977) Varga, V.	L2	30 (15+15+0)	2
COM 5.0	Media Management (57209) Grmuša, T.	L1	30 (15+15+0)	2
ECTS	Mass Communication Research: Specialist working group 4. => KOM-dipl (3988): Specijalistička radna grupa 4. [2. sem.]	Eng. Lev.	Study Hours	Sem.
COM 3.0	Practice - research methods of mass communication (144890) Černja Rajter, I.	L2	45 (0+15+30)	2
ECTS	MEDIA: Specialist working group 2. => KOM-dipl (4393): smjer-Mediji: Specijalistička radna grupa 2. [2. sem.]	Eng. Lev.	Study Hours	Sem.
COM 4.0	TV Journalism (57245) Greguric, I.	L2	30 (0+0+30)	2
ECTS	PUBLIC RELATIONS: Specialist working group 3. => KOM-dipl (4396): smjer-OJ: Specijalistička radna grupa 3. [2. sem.]	Eng. Lev.	Study Hours	Sem.
COM 4.0	Image, Reputation Management and Lobbying (57248) Jeleč, I.	L1	30 (0+0+30)	2
COM 4.0	Media Training (188175) Vrban Zrinski, K.	L2	30 (0+15+15)	2
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.
COM 4.0	Croatian Stage Art (188011) Vrban Zrinski, K.	L1	45 (30+15+0)	I, 2, 3
COM 5.0	Demography (53914) Pavić, D.	L1	60 (30+30+0)	I, 2, 3
COM 3.0	Event Management & Planning. (213965) Jeleč, I.	L2	30 (15+0+15)	I, 2, 3

ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.
COM 5.0	Great Directors of European Cinema (64816) Piskač, D.	L2	30 (15+15+0)	I, 2, 3
COM 5.0	Introduction to Sociolinguistics (133474) Miškulin Saletović, L.	L2	30 (20+10+0)	I, 2, 3
COM 3.0	Latin language in the history of Croatian education (200540) Matasović, M.	L1	30 (15+15+0)	I, 2, 3
COM 5.0	Media and National Security (57242) Beljo, M.	Lo	30 (15+15+0)	I, 2, 3
COM 5.0	New Media and Digital Marketing (130706) Milas, Z.	L2	30 (15+15+0)	I, 2, 3
COM 3.0	Participatory journalism (213966) Josić, L.	Lo	30 (15+0+15)	I, 2, 3
COM 3.0	Philosophy of communication (201678) Greguric, I.	Lo	30 (15+15+0)	I, 2, 3
COM 5.0	Speaking and Presentation Skills in English (66554) Beljo, A.	Lo	60 (0+0+60)	I, 2, 3
COM 5.0	The Media and Children (86357) Čiboci Perša, L.	L2	30 (15+15+0)	I, 2, 3
ECTS	MEDIA => KOM-dipl (5041) - Obvezni izborni smjer: Mediji	Eng. Lev.	Study Hours	Sem.
COM 4.0	Journalism as a Profession: Practicum (57212) Kunić, T.	L2	60 (0+0+60)	I, 2, 3
COM 5.0	Mass Communication: Political Aspects (57211) Janović, T.	L2	30 (15+15+0)	I, 2, 3
ECTS	PUBLIC RELATIONS => KOM-dipl (5042) - Obvezni izborni smjer: Odnosi s javnošću	Eng. Lev.	Study Hours	Sem.
COM 4.0	Risk Management and Crisis Communication (57217) Balabanić, I.	L2	30 (0+15+15)	I, 2, 3
COM 5.0	Strategic Thinking in Public Relations (187978) Dabo, K.	L2	30 (0+0+30)	I, 2, 3
ECTS	MASS COMMUNICATION RESEARCH => KOM-dipl (5043) - Obvezni izborni smjer: Znanstveno istraživanje masovnih komunikacija	Eng. Lev.	Study Hours	Sem.
COM 5.0	Qualitative Research Methods in Communication Sciences (118528) Burić, I.	L2	30 (15+15+0)	I, 2, 3
<b>3rd semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
COM 5.0	Mass Communication: Cultural Aspects (63567) Josić, L.	L2	30 (15+15+0)	3
COM 5.0	Research Project (63570) Burić, I.; Labaš, D.; Vučenović, D.; Vulić Vranković, S.	L2	30 (15+15+0)	3
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.
COM 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	I, 2, 3
COM 4.0	Corporate Communications (125909) Milas, Z.	L2	30 (15+15+0)	I, 2, 3
COM 3.0	Croatian Latinists in the Literary Republic (200539) Matasović, M.	L1	30 (15+15+0)	I, 2, 3

	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju komunikologije	Eng. Lev.	Study Hours	Sem.
COM	5.0	History of Croatian Cinema (61935) Piskač, D.; Mileta, S.	L1	30 (30+0+0)	I, 2, 3
COM	3.0	Intercultural education (217041) Hrvatić, N.	Lo	30 (15+15+0)	I, 2, 3
COM	5.0	Media and Bioethics (64815) Madarević, L.	L2	30 (15+15+0)	I, 2, 3
COM	3.0	Media in Education (61961) Car, S.	Lo	30 (15+15+0)	I, 2, 3
COM	3.0	Media Pedagogy (57234) Car, S.	L2	30 (30+0+0)	I, 2, 3
COM	3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3
COM	3.0	Political and Legal Philosophy (228388) Barišić, P.	Lo	30 (30+0+0)	I, 2, 3
COM	4.0	Public Promotion of Science (57236) Jurišić, J.	L2	30 (15+15+0)	I, 2, 3
COM	3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3
	ECTS	MEDIA => KOM-dipl (5041) - Obvezni izborni smjer: Mediji	Eng. Lev.	Study Hours	Sem.
COM	5.0	Mass Communication and Journalism in the Contemporary World (57213) Jurišić, J.	L2	30 (15+15+0)	I, 2, 3
COM	5.0	Production process in the Media (230991) Mihaljević, V.	Lo	60 (0+0+60)	I, 2, 3
COM	5.0	Psychology of Mass Media and Mass Communication (64750) Kozjak Mikić, Z.	Lo	30 (15+15+0)	I, 2, 3
COM	5.0	Risks of Mass Communication (64749) Vučenović, D.	L1	30 (15+15+0)	I, 2, 3
	ECTS	PUBLIC RELATIONS => KOM-dipl (5042) - Obvezni izborni smjer: Odnosi s javnošću	Eng. Lev.	Study Hours	Sem.
COM	5.0	Legal and Ethical Public Relations Standards (64756) Janović, T.	L2	30 (15+15+0)	I, 2, 3
COM	5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	I, 2, 3
COM	5.0	Psychology of Mass Media and Mass Communication (64750) Kozjak Mikić, Z.	Lo	30 (15+15+0)	I, 2, 3
COM	5.0	Public Relations Practicum (64753) Jeleč, I.	L2	30 (0+0+30)	I, 2, 3
	ECTS	MASS COMMUNICATION RESEARCH => KOM-dipl (5043) - Obvezni izborni smjer: Znanstveno istraživanje masovnih komunikacija	Eng. Lev.	Study Hours	Sem.
COM	5.0	Mass Communication: Sociological Aspects (64752) Jurišić, J.	L2	30 (15+15+0)	I, 2, 3
COM	5.0	Opinion Polls and Media Market Research (57214) Burić, I.	L2	30 (15+15+0)	I, 2, 3
COM	5.0	Psychology of Mass Media and Mass Communication (64750) Kozjak Mikić, Z.	Lo	30 (15+15+0)	I, 2, 3
COM	5.0	Quantitative Research Methods in Communication Sciences (118527) Burić, I.	L2	30 (15+15+0)	I, 2, 3
COM	5.0	Risks of Mass Communication (64749) Vučenović, D.	L1	30 (15+15+0)	I, 2, 3

4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
30.0	Graduate work (64886)	L2	0 (0+0+0)	4

COM













## Croatology- Science Stream (120 ECTS)

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

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO- S	3.0 Croatian Writers of European Reference (201770) Brozović, D.	LI	30 (15+15+0)	I
CRO- S	5.0 Lexicology and Lexicography of the Croatian Language (147174) Vulić Vranković, S.	LI	45 (30+15+0)	I
CRO- S	5.0 Literature and Culture of Croats in the Diaspora (126030) Vulić Vranković, S.	LI	30 (30+0+0)	I
CRO- S	5.0 Literature and Culture of the Croats in the Diaspora (57134) Vulić Vranković, S.	LI	30 (15+15+0)	I
ECTS	Elective courses 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.
CRO- S	3.0 Croatian Children's Literature (201791) Zima, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO- S	3.0 Croatian Language Teaching in the Diaspora (177713) Vulić Vranković, S.	LI	30 (0+0+30)	I, 2, 3, 4
CRO- S	3.0 Croatian Linguistic Prescription (201776) Grčević, M.	LI	30 (15+15+0)	I, 2, 3, 4
CRO- S	3.0 Interpretation of literary text (201794) Piskač, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO- S	3.0 Literary Stylistics (201804) Vrban Zrinski, K.	LI	30 (15+15+0)	I, 2, 3, 4
CRO- S	3.0 Philosophy and Culture: Croatia in the European Context (201781) Metesi Deronjić, Ž.	LI	30 (15+15+0)	I, 2, 3, 4
CRO- S	4.0 The Speech Culture (188010) Vrban Zrinski, K.	LI	45 (30+15+0)	I, 2, 3, 4
ECTS	DIPL(18141): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
CRO- S	4.0 Developmental Psychology (200551) Brajković, L.	LI	45 (30+15+0)	I
CRO- S	4.0 Didactics (96487) Ninčević, M.	LI	45 (30+15+0)	I
CRO- S	4.0 Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	I
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO- S	4.0 Heritage of Other Cultures in the Croatian Culture (201518) Marotti, B.	Lo	30 (30+0+0)	2
CRO- S	5.0 History of Christianity in Croatia (57136) Piskač, D.	LI	30 (30+0+0)	2
CRO- S	2.0 Teaching Grammar in Teaching Croatian Language (234436) Piskač, D.	Lo	30 (15+0+15)	2

	ECTS	Elective courses 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.
CRO- S	3.0	Croatian lexicography (201792) Franić, I.	LI	30 (15+15+0)	I, 2, 3, 4
CRO- S	4.0	Croatian Stage Art (188011) Vrban Zrinski, K.	LI	45 (30+15+0)	I, 2, 3, 4
CRO- S	3.0	Ivana Brlić-Mažuranić (201796) Zima, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO- S	3.0	Miroslav Krleža (201853) Piskač, D.; Marjanić, S.	LI	30 (15+15+0)	I, 2, 3, 4
CRO- S	3.0	Motivation in Teaching Croatian Language (188689) Brajković, L.	Lo	30 (15+15+0)	I, 2, 3, 4
CRO- S	3.0	Pagan and Christian Themes in Croatian Literature (239801) Brozović, D.	Lo	30 (15+15+0)	I, 2, 3, 4
CRO- S	3.0	Religious Elements of Croatian Culture (201779) Piskač, D.	Lo	30 (30+0+0)	I, 2, 3, 4
CRO- S	3.0	Theory of Literature (201857) Piskač, D.	LI	30 (15+15+0)	I, 2, 3, 4
	ECTS	DIPL(18149): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
CRO- S	2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	LI	30 (30+0+0)	2
CRO- S	3.0	Methods of Teaching Croatian Language (188546) Piskač, D.	LI	30 (30+0+0)	2
CRO- S	3.0	Methods of Teaching History (53907) Bušljeta Kardum, R.	LI	30 (30+0+0)	2
CRO- S	3.0	Methods of Teaching Sociology (53909) Dadić, K.	LI	30 (30+0+0)	2
3rd semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO- S	5.0	History of Croatian Cinema (61935) Piskač, D.; Mileta, S.	LI	30 (30+0+0)	3
CRO- S	5.0	Introduction to Scientific Research (61243) Vrban Zrinski, K.	Lo	30 (30+0+0)	3
	ECTS	Elective courses 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.
CRO- S	3.0	Croatian Children's Literature (201791) Zima, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO- S	3.0	Croatian Language Teaching in the Diaspora (177713) Vulić Vranković, S.	LI	30 (0+0+30)	I, 2, 3, 4
CRO- S	3.0	Croatian Linguistic Prescription (201776) Grčević, M.	LI	30 (15+15+0)	I, 2, 3, 4
CRO- S	3.0	Interpretation of literary text (201794) Piskač, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO- S	3.0	Literary Stylistics (201804) Vrban Zrinski, K.	LI	30 (15+15+0)	I, 2, 3, 4
CRO- S	3.0	Philosophy and Culture: Croatia in the European Context (201781) Metesi Deronjić, Ž.	LI	30 (15+15+0)	I, 2, 3, 4
CRO- S	4.0	The Speech Culture (188010) Vrban Zrinski, K.	LI	45 (30+15+0)	I, 2, 3, 4



ECTS	DIPL(19020): Elective Teaching Stream => DIPL(19020): Izborno (NASTAVNIČKI MODUL)	Eng. Lev.	Study Hours	Sem.
 3.0	Practical Exercises in the Methodology of Teaching [Croatian Language] (239806) Piskač, D.	LI	45 (0+15+30)	3
 5.0	Practical Exercises in the Methodology of Teaching [History] (144736) Bušljeta Kardum, R.	LI	45 (0+15+30)	3
 5.0	Practical Exercises in the Methodology of Teaching [Sociology] (144741) Dadić, K.	LI	45 (0+15+30)	3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
 20.0	Graduate work (64813)	Lo	0 (0+0+0)	4
ECTS	Elective courses 2 => Izborni kolegiji 2 na diplomskom Studiju kroatologije	Eng. Lev.	Study Hours	Sem.
 3.0	Croatian lexicography (201792) Franić, I.	LI	30 (15+15+0)	I, 2, 3, 4
 4.0	Croatian Stage Art (188011) Vrban Zrinski, K.	LI	45 (30+15+0)	I, 2, 3, 4
 3.0	Ivana Brlić-Mažuranić (201796) Zima, D.	LI	30 (15+15+0)	I, 2, 3, 4
 3.0	Miroslav Krleža (201853) Piskač, D.; Marjanić, S.	LI	30 (15+15+0)	I, 2, 3, 4
 3.0	Motivation in Teaching Croatian Language (188689) Brajković, L.	Lo	30 (15+15+0)	I, 2, 3, 4
 3.0	Pagan and Christian Themes in Croatian Literature (239801) Brozović, D.	Lo	30 (15+15+0)	I, 2, 3, 4
 3.0	Religious Elements of Croatian Culture (201779) Piskač, D.	Lo	30 (30+0+0)	I, 2, 3, 4
 3.0	Theory of Literature (201857) Piskač, D.	LI	30 (15+15+0)	I, 2, 3, 4

## Croatian Latinity (120 ECTS)

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

3rd semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
CRO 5.0	Overview of Medieval Latinity (118521) Jerković, M.	LI	30 (30+0+0)	3	
CRO 6.0	Post-Renaissance Latinity Genres (144810) Demo, Š.	LI	60 (30+15+15)	3	
TEA 5.0	Practical Exercises in the Methodology of Teaching [Latin Language and Literature] (144744) Demo, Š.	LI	45 (0+15+30)	3	
ECTS	Elective courses => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.	
TEA 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	3, 4	
TEA 3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	3, 4	
TEA 3.0	Media in Education (61961) Car, S.	Lo	30 (15+15+0)	3, 4	
TEA 3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	3, 4	
TEA 3.0	School Pedagogy (172610) Hrvatić, N.	LI	30 (15+15+0)	3, 4	
TEA 3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	3, 4	
TEA 3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	LI	30 (0+30+0)	3, 4	
TEA 3.0	Croatian Latinists in the Literary Republic (200539) Matasović, M.	LI	30 (15+15+0)	3, 4	
TEA 4.0	The Croatian Humanist Epic (86902) Matasović, M.	LI	30 (0+30+0)	3, 4	
4th semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
TEA 6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Car, S.	Lo	45 (0+15+30)	4	
CRO 20.0	Master Thesis (118526)	Lo	0 (0+0+0)	4	
ECTS	Elective courses => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.	
TEA 3.0	Bibliotherapy in the Literature Class (172612) Piskač, D.	LI	30 (15+15+0)	3, 4	
TEA 3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	3, 4	
TEA 3.0	Developmental psychopathology (213982) Brajković, L.	Lo	30 (15+15+0)	3, 4	
TEA 3.0	Philosophy of Education (61957) Škerbić, M.	LI	30 (15+15+0)	3, 4	

	ECTS	Elective courses => DIPL-NS-smjer (5035): Izborni kolegiji za nastavničke smjerove	Eng. Lev.	Study Hours	Sem.
TEA	3.0	Psychology in Croatian Literature (172611) Jurić Vukelić, D.	Lo	30 (15+15+0)	3, 4
TEA	3.0	Teacher Assessment and Evaluation (187902) Bušljeta Kardum, R.	Lo	30 (15+15+0)	3, 4
TEA	3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	Lo	30 (15+15+0)	3, 4
TEA	4.0	Book and Library History in Croatian Cultural Territory (144799) Krešić Nacevski, L.	Lo	30 (15+15+0)	3, 4
TEA	3.0	Latin language in the history of Croatian education (200540) Matasović, M.	L1	30 (15+15+0)	3, 4

## History - Science Stream (120 ECTS)

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

1st semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
SCI 4.0	Croatian Cultural History (202690) Glazer, E.	L2	30 (30+0+0)	I	
SCI 4.0	Economic History of Croatian Modern Society (202692) Vukelić, V.	L1	30 (30+0+0)	I	
SCI 5.0	Introduction to Historical Science (57158) Čosić, S.	L1	30 (30+0+0)	I	
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.	
SCI 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	I, 2, 3, 4	
SCI 3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	L1	30 (0+30+0)	I, 2, 3, 4	
SCI 3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	I, 2, 3, 4	
SCI 3.0	Croatian Political History from 1990 to 1995 (239960) Beljo, M.	Lo	30 (0+30+0)	I, 2, 3, 4	
SCI 3.0	Croatian state, public and social institutions (211194) Milotić, I.	Lo	30 (30+0+0)	I, 2, 3, 4	
SCI 3.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (202895) Tomorad, M.	Lo	30 (0+30+0)	I, 2, 3, 4	
SCI 3.0	History of Military Border (202897) Milković, K.	Lo	30 (0+30+0)	I, 2, 3, 4	
SCI 3.0	Intercultural education (217041) Hrvatić, N.	Lo	30 (15+15+0)	I, 2, 3, 4	
SCI 2.0	Media Education (227645) Car, S.	Lo	30 (30+0+0)	I, 2, 3, 4	
SCI 3.0	Military-political relations in Bosnia and Herzegovina 1990-1995 (202921) Beljo, M.	Lo	30 (0+30+0)	I, 2, 3, 4	
SCI 3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3, 4	
SCI 3.0	School Pedagogy (172610) Hrvatić, N.	L1	30 (15+15+0)	I, 2, 3, 4	
SCI 4.0	Social Development and Rise of Eastern Mediterranean Civilisations (86939) Glazer, E.	L2	30 (0+30+0)	I, 2, 3, 4	
SCI 3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3, 4	
ECTS	DIPL(18141): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.	
SCI 4.0	Developmental Psychology (200551) Brajković, L.	L1	45 (30+15+0)	I	
SCI 4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	I	
SCI 4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	I	

2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
SCI 4.0	Croatian Political History (202693) Čosić, S.	LI	30 (30+0+0)	2	
SCI 4.0	Social Changes in the Republic of Croatia in 20th Century (202475) Beljo, M.	Lo	30 (30+0+0)	2	
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.	
SCI 3.0	Archivistics for historians (202954) Jerković, M.	LI	30 (0+30+0)	I, 2, 3, 4	
SCI 3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	I, 2, 3, 4	
SCI 3.0	Culture of Travel to the Ancient East and Egypt during the 19th and 20th Century (228925) Tomorad, M.	Lo	30 (0+30+0)	I, 2, 3, 4	
SCI 3.0	History and Archeology (202967) Glazer, E.	L2	30 (0+30+0)	I, 2, 3, 4	
SCI 3.0	History of Christianity in Croatia (203989) Piskač, D.	LI	30 (30+0+0)	I, 2, 3, 4	
SCI 3.0	History of Palestine (203990) Glazer, E.	L2	30 (0+30+0)	I, 2, 3, 4	
SCI 3.0	History of parliamentarism in Croatia (203991) Matković, S.	L2	30 (0+30+0)	I, 2, 3, 4	
SCI 3.0	Nobility in Croatian Diet: 1650-1740 (130541) Jukić Vidas, I.	Lo	30 (0+30+0)	I, 2, 3, 4	
SCI 3.0	Roman Military in Croatia (202914)	LI	30 (0+30+0)	I, 2, 3, 4	
SCI 3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	Lo	30 (15+15+0)	I, 2, 3, 4	
SCI 3.0	Yugoslav security services from 1944. to 1992. (202915) Šumanović, V.	LI	30 (0+30+0)	I, 2, 3, 4	
ECTS	DIPL(18149): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.	
SCI 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	LI	30 (30+0+0)	2	
SCI 3.0	Methods of Teaching Croatian Language (188546) Piskač, D.	LI	30 (30+0+0)	2	
SCI 3.0	Methods of Teaching History (53907) Bušljeta Kardum, R.	LI	30 (30+0+0)	2	
SCI 3.0	Methods of Teaching Sociology (53909) Dadić, K.	LI	30 (30+0+0)	2	
3rd semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
HIS 5.0	Theory of History (61951) Vitek, D.	LI	30 (30+0+0)	3	
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.	
SCI 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	I, 2, 3, 4	
SCI 3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	LI	30 (0+30+0)	I, 2, 3, 4	

ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
SCI 3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	1, 2, 3, 4
SCI 3.0	Croatian Political History from 1990 to 1995 (239960) Beljo, M.	Lo	30 (0+30+0)	1, 2, 3, 4
SCI 3.0	Croatian state, public and social institutions (211194) Milotić, I.	Lo	30 (30+0+0)	1, 2, 3, 4
SCI 3.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (202895) Tomorad, M.	Lo	30 (0+30+0)	1, 2, 3, 4
SCI 3.0	History of Military Border (202897) Milković, K.	Lo	30 (0+30+0)	1, 2, 3, 4
SCI 3.0	Intercultural education (217041) Hrvatić, N.	Lo	30 (15+15+0)	1, 2, 3, 4
SCI 2.0	Media Education (227645) Car, S.	Lo	30 (30+0+0)	1, 2, 3, 4
SCI 3.0	Military-political relations in Bosnia and Herzegovina 1990-1995 (202921) Beljo, M.	Lo	30 (0+30+0)	1, 2, 3, 4
SCI 3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	1, 2, 3, 4
SCI 3.0	School Pedagogy (172610) Hrvatić, N.	LI	30 (15+15+0)	1, 2, 3, 4
SCI 4.0	Social Development and Rise of Eastern Mediterranean Civilisations (86939) Glazer, E.	L2	30 (0+30+0)	1, 2, 3, 4
SCI 3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	1, 2, 3, 4
ECTS	Research groups => POV-dipl(5390): Istraživačke skupine	Eng. Lev.	Study Hours	Sem.
SCI 6.0	Research Group - Interpretation of Medieval Sources (79379) Popić, T.	LI	30 (0+30+0)	3
SCI 6.0	Research Group - Interpretation of Sources for Croatian History: the 19th Century (130523) Milković, K.	Lo	30 (0+30+0)	3
SCI 6.0	Research group - Sources of Egyptian, Greek and Roman History (96373) Tomorad, M.	LI	30 (0+30+0)	3
ECTS	DIPL(19020): Elective Teaching Stream => DIPL(19020): Izorno (NASTAVNIČKI MODUL)	Eng. Lev.	Study Hours	Sem.
SCI 3.0	Practical Exercises in the Methodology of Teaching [Croatian Language] (239806) Piskač, D.	LI	45 (0+15+30)	3
SCI 5.0	Practical Exercises in the Methodology of Teaching [History] (144736) Bušljeta Kardum, R.	LI	45 (0+15+30)	3
SCI 5.0	Practical Exercises in the Methodology of Teaching [Sociology] (144741) Dadić, K.	LI	45 (0+15+30)	3
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SCI 30.0	Diploma Thesis (Science Stream) (64811)	Lo	0 (0+0+0)	4
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
SCI 3.0	Archivistics for historians (202954) Jerković, M.	LI	30 (0+30+0)	1, 2, 3, 4

	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
SCI	3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	I, 2, 3, 4
SCI	3.0	Culture of Travel to the Ancient East and Egypt during the 19th and 20th Century (228925) Tomorad, M.	Lo	30 (0+30+0)	I, 2, 3, 4
SCI	3.0	History and Archeology (202967) Glazer, E.	L2	30 (0+30+0)	I, 2, 3, 4
SCI	3.0	History of Christianity in Croatia (203989) Piskač, D.	L1	30 (30+0+0)	I, 2, 3, 4
SCI	3.0	History of Palestine (203990) Glazer, E.	L2	30 (0+30+0)	I, 2, 3, 4
SCI	3.0	History of parliamentarism in Croatia (203991) Matković, S.	L2	30 (0+30+0)	I, 2, 3, 4
SCI	3.0	Nobility in Croatian Diet: 1650-1740 (130541) Jukić Vidas, I.	Lo	30 (0+30+0)	I, 2, 3, 4
SCI	3.0	Roman Military in Croatia (202914)	L1	30 (0+30+0)	I, 2, 3, 4
SCI	3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	Lo	30 (15+15+0)	I, 2, 3, 4
SCI	3.0	Yugoslav security services from 1944. to 1992. (202915) Šumanović, V.	L1	30 (0+30+0)	I, 2, 3, 4

## Psychology (120 ECTS)

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

1st semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY	4.0	Clinical Psychodiagnostics (130561) Brajković, L.	LI	60 (30+0+30)	I
PSY	4.0	Cognitive Psychology (57110) Kopilaš, V.	LI	45 (30+15+0)	I
PSY	4.0	Personality Psychology (57111) Burušić, J.	Lo	45 (30+15+0)	I
PSY	4.0	Psychology of Organisational Behaviour (53867) Komar, Z.	LI	45 (30+15+0)	I
PSY	4.0	Regression Analysis (53873) Babarović, T.	LI	45 (30+0+15)	I
PSY	4.0	Social Cognition and Perception (218470) Maričić, J.; Brezovec, E.	LI	45 (15+30+0)	I
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju psihologije	Eng. Lev.	Study Hours	Sem.
PSY	3.0	Contemporary Psychological Research in Croatia (188039) Maričić, J.	Lo	30 (30+0+0)	I, 2, 3, 4
PSY	3.0	Forensic Psychology (53786) Sučić, I.	LI	30 (30+0+0)	I, 2, 3, 4
PSY	3.0	Military and Postwar Psychology-Croatian and International Experiences (188053) Komar, Z.	LI	30 (30+0+0)	I, 2, 3, 4
PSY	3.0	Palliative Care (226946) Brajković, L.; Braš, M.	LI	30 (15+15+0)	I, 2, 3, 4
PSY	3.0	Psychology of Mass Media and Mass Communication (200713) Kozjak Mikić, Z.	Lo	30 (15+15+0)	I, 2, 3, 4
PSY	3.0	Psychology of profession choices (53800) Šverko, I.	LI	30 (30+0+0)	I, 2, 3, 4
PSY	3.0	Working with Students with Special Educational Needs (201210) Pavičić Dokoza, K.	LI	30 (30+0+0)	I, 2, 3, 4
	ECTS	Elective (TEACHING MODULE) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.
PSY	4.0	Didactics (96487) Ninčević, M.	LI	45 (30+15+0)	I, 2, 3, 4
PSY	4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	I, 2, 3, 4
PSY	5.0	Practical Exercises in the Methodology of Teaching [Psychology] (144738) Jurić Vukelić, D.	LI	45 (0+15+30)	I, 2, 3, 4
PSY	3.0	Working with Students with Special Educational Needs (201210) Pavičić Dokoza, K.	LI	30 (30+0+0)	I, 2, 3, 4
2nd semester, 1st year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY	4.0	Development of psychological research (201199) Burušić, J.	Lo	45 (30+15+0)	2



2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
PSY 4.0	Educational Psychology (53870) Brajša-Žganec, A.	LI	45 (30+15+0)	2	
PSY 4.0	Factor Analysis (57113) Babarović, T.	LI	45 (30+0+15)	2	
PSY 4.0	Group Processes and Impacts (130563) Maričić, J.	LI	45 (30+15+0)	2	
PSY 4.0	Psychotherapy Modalities (53871) Maričić, J.	LI	45 (30+15+0)	2	
PSY 4.0	Theory of Psychological Testing (57115) Rajter, M.	LI	45 (30+0+15)	2	
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju psihologije	Eng. Lev.	Study Hours	Sem.	
PSY 3.0	Forensic Psychiatry (139805) Buzina, N.	LI	30 (15+15+0)	1, 2, 3, 4	
PSY 3.0	Forensic Psychology (53786) Sučić, I.	LI	30 (30+0+0)	1, 2, 3, 4	
PSY 3.0	Human resources management (227542) Komar, Z.	Lo	30 (30+0+0)	1, 2, 3, 4	
PSY 3.0	Violence Against Children and Among Children (239941) Buljan-Flander, G.	Lo	30 (15+15+0)	1, 2, 3, 4	
ECTS	Elective (TEACHING MODULE) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.	
PSY 6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Car, S.	Lo	45 (0+15+30)	1, 2, 3, 4	
PSY 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	LI	30 (30+0+0)	1, 2, 3, 4	
PSY 3.0	Methods of Teaching Psychology (53847) Jurić Vukelić, D.	LI	30 (30+0+0)	1, 2, 3, 4	
3rd semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
PSY 4.0	Development in the Social Context (53863) Vučenović, D.	Lo	45 (30+15+0)	3	
PSY 4.0	Health Psychology (53869) Brajković, L.	LI	45 (30+15+0)	3	
PSY 3.0	Production Thesis (193872)	Lo	30 (0+30+0)	3	
PSY 4.0	Psychological Counselling (173598) Buljan-Flander, G.	LI	45 (30+15+0)	3	
PSY 3.0	Psychological Testing Skills and Clinical Interview (188782) Brajković, L.	Lo	30 (0+0+30)	3	
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju psihologije	Eng. Lev.	Study Hours	Sem.	
PSY 3.0	Contemporary Psychological Research in Croatia (188039) Maričić, J.	Lo	30 (30+0+0)	1, 2, 3, 4	
PSY 3.0	Forensic Psychology (53786) Sučić, I.	LI	30 (30+0+0)	1, 2, 3, 4	
PSY 3.0	Military and Postwar Psychology-Croatian and International Experiences (188053) Komar, Z.	LI	30 (30+0+0)	1, 2, 3, 4	

ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju psihologije	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Palliative Care (226946) Brajković, L.; Braš, M.	LI	30 (15+15+0)	I, 2, 3, 4
PSY 3.0	Psychology of Mass Media and Mass Communication (200713) Kozjak Mikić, Z.	Lo	30 (15+15+0)	I, 2, 3, 4
PSY 3.0	Psychology of profession choices (53800) Šverko, I.	LI	30 (30+0+0)	I, 2, 3, 4
PSY 3.0	Working with Students with Special Educational Needs (201210) Pavičić Dokoza, K.	LI	30 (30+0+0)	I, 2, 3, 4
ECTS	Elective (TEACHING MODULE) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.
PSY 4.0	Didactics (96487) Ninčević, M.	LI	45 (30+15+0)	I, 2, 3, 4
PSY 4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	I, 2, 3, 4
PSY 5.0	Practical Exercises in the Methodology of Teaching [Psychology] (144738) Jurić Vukelić, D.	LI	45 (0+15+30)	I, 2, 3, 4
PSY 3.0	Working with Students with Special Educational Needs (201210) Pavičić Dokoza, K.	LI	30 (30+0+0)	I, 2, 3, 4
ECTS	Elective methodology courses => PSI-dipl. (5054): Izborni metodološki kolegiji	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Evaluation and Measurement of Personality (102939) Vučenović, D.	LI	30 (0+30+0)	3
PSY 3.0	Preparation of prevention programs (214005) Brajković, L.	LI	30 (0+30+0)	3
ECTS	Specific and professional skills => PSI-dipl. (7596): Specifične i profesionalne vještine	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Practical Counselling and Helping Skills (173685) Maričić, J.	LI	30 (0+30+0)	3, 4
PSY 3.0	Stress and Psychotrauma (144889) Marinić, I.	LI	30 (0+30+0)	3, 4
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PSY 18.0	Production Thesis (126008)	Lo	0 (0+0+0)	4
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju psihologije	Eng. Lev.	Study Hours	Sem.
PSY 3.0	Forensic Psychiatry (139805) Buzina, N.	LI	30 (15+15+0)	I, 2, 3, 4
PSY 3.0	Forensic Psychology (53786) Sučić, I.	LI	30 (30+0+0)	I, 2, 3, 4
PSY 3.0	Human resources management (227542) Komar, Z.	Lo	30 (30+0+0)	I, 2, 3, 4
PSY 3.0	Violence Against Children and Among Children (239941) Buljan-Flander, G.	Lo	30 (15+15+0)	I, 2, 3, 4
ECTS	Elective (TEACHING MODULE) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.
PSY 6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Car, S.	Lo	45 (0+15+30)	I, 2, 3, 4
PSY 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	LI	30 (30+0+0)	I, 2, 3, 4

	ECTS	Elective (TEACHING MODULE) => Nastavnički modul za diplomski Studij psihologije	Eng. Lev.	Study Hours	Sem.
PSY	3.0	Methods of Teaching Psychology (53847) Jurić Vukelić, D.	LI	30 (30+0+0)	I, 2, 3, 4
	ECTS	Specific and professional skills => PSI-dipl. (7596): Specifične i profesionalne vještine	Eng. Lev.	Study Hours	Sem.
PSY	3.0	Developmental disabilities of Children and Youth (214006) Vučenović, D.	Lo	30 (0+30+0)	3, 4
PSY	3.0	Psychology of Advertising (206651) Vučenović, D.	Lo	30 (0+30+0)	3, 4
PSY	3.0	Psychosocial adaptation of Croatian war veterans in war and devastation (188789) Brajković, L.	LI	30 (0+30+0)	3, 4
PSY	6.0	Student Placements (200304) Maričić, J.; Vučenović, D.	LI	90 (0+30+60)	3, 4
PSY	3.0	Working with Groups (173686) Kozjak Mikić, Z.	Lo	30 (0+30+0)	3, 4

## Sociology - Science Stream (120 ECTS)

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

1st semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
SCI 6.0	Contemporary Sociological Theories (53911) Brezovec, E.	L1	60 (30+30+0)	I	
SCI 6.0	Qualitative Methodology (214136) Marinović Golubić, M.	L1	60 (30+0+30)	I	
SCI 5.0	Sociology of Croatian Society 5 (255074) Sršen, A.	Lo	45 (15+15+15)	I	
ECTS	SOC-dipl (4420): Elective courses, 1st semester => Izborni kolegiji u zimskom semestru (ZN-smjer)	Eng. Lev.	Study Hours	Sem.	
SCI 3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	I, 3	
SCI 3.0	Criminology of Bullying (214081) Cajner Mraović, I.	L3	30 (15+15+0)	I, 3	
SCI 3.0	Croatian state, public and social institutions (211194) Milotić, I.	Lo	30 (30+0+0)	I, 3	
SCI 3.0	Culture of Peace and Non-violence (211176) Matić, R.	L1	30 (15+15+0)	I, 3	
SCI 3.0	Digital Sociology (227716) Balabanić, I.	L3	30 (15+15+0)	I, 3	
SCI 3.0	European Union and Civil Society (214083) Sršen, A.	L1	30 (15+15+0)	I, 3	
SCI 3.0	EU Sustainable Development Policies (214004) Sršen, A.	Lo	30 (15+15+0)	I, 3	
SCI 3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	I, 3	
SCI 3.0	Risk Society (227712) Perkov, I.; Van Loon, J.	L3	30 (15+15+0)	I, 3	
SCI 3.0	Sociology of Drug Use (214025) Dubreta, N.	L1	30 (15+15+0)	I, 3	
SCI 3.0	Sociology of Human Resource Management (239922) Matić, R.	Lo	45 (15+15+15)	I, 3	
SCI 3.0	Sociology of Migration and Ethnicity (214085) Marinović Golubić, M.	L1	30 (15+15+0)	I, 3	
SCI 3.0	Sociology of Social Control and Police in Croatian Society (214086) Cajner Mraović, I.; Borovec, K.	Lo	30 (15+15+0)	I, 3	
SCI 3.0	The Demographic Development of Croatia (214082) Pavić, D.	L1	30 (15+15+0)	I, 3	
SCI 3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	I, 3	
SCI 3.0	Youth Subcultures (211180) Perasović, B.	Lo	30 (15+15+0)	I, 3	
ECTS	SOC-dipl (16534): Elective courses 1st semester (Scientific stream) => Obavezna izborna radna grupa u I. semestru SOCIOLOGIJA RAZVOJA I SIGURNOSTI ILI EUROPSKI STUDIJI	Eng. Lev.	Study Hours	Sem.	
SCI 3.0	Criminology of Bullying (214081) Cajner Mraović, I.	L3	30 (15+15+0)	I, 3	

ECTS	SOC-dipl (16534): Elective courses 1st semester (Scientific stream) => Obavezna izborna radna grupa u 1. semestru SOCIOLOGIJA RAZVOJA I SIGURNOSTI ILI EUROPSKI STUDIJI	Eng. Lev.	Study Hours	Sem.
SCI 3.0	Culture of Peace and Non-violence (211176) Matić, R.	LI	30 (15+15+0)	1, 3
SCI 3.0	Digital Sociology (227716) Balabanić, I.	L3	30 (15+15+0)	1, 3
SCI 3.0	European Union and Civil Society (214083) Sršen, A.	LI	30 (15+15+0)	1, 3
SCI 3.0	Sociology of Migration and Ethnicity (214085) Marinović Golubić, M.	LI	30 (15+15+0)	1, 3
SCI 3.0	Sociology of Social Control and Police in Croatian Society (214086) Cajner Mraović, I.; Borovec, K.	Lo	30 (15+15+0)	1, 3
ECTS	DIPL(18141): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
SCI 4.0	Developmental Psychology (200551) Brajković, L.	LI	45 (30+15+0)	1
SCI 4.0	Didactics (06487) Ninčević, M.	LI	45 (30+15+0)	1
SCI 4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	1
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SCI 5.0	Demography (53914) Pavić, D.	LI	60 (30+30+0)	2
SCI 6.0	Multivariate Statistical Methods (215071) Balabanić, I.	LI	75 (30+45+0)	2
SCI 3.0	Sociology of Social Changes (211170) Brezovec, E.	Lo	30 (30+0+0)	2
ECTS	SOC-dipl (4421): Elective courses, 2nd semester => Izborni kolegiji u ljetnom semestru (ZN i NAST-smjer)	Eng. Lev.	Study Hours	Sem.
SCI 3.0	Applied Statistical Software (214090) Pavić, D.	LI	75 (15+0+60)	2, 4
SCI 3.0	Challenges of Social Stratification in Croatia (214092) Burić, I.; Pavić, D.	Lo	30 (15+15+0)	2, 4
SCI 3.0	Critical Thought in Sociology (211198) Matić, R.	Lo	45 (30+0+15)	2, 4
SCI 3.0	Deviance at the Workplace (239921) Cajner Mraović, I.	L3	30 (30+0+0)	2, 4
SCI 3.0	Economic Sociology (211193) Burić, I.	Lo	30 (15+15+0)	2, 4
SCI 3.0	European Society and Integral Ecology (255072) Sršen, A.	Lo	30 (15+0+15)	2, 4
SCI 3.0	European Union Institutions (214095) Sršen, A.	Lo	30 (15+0+15)	2, 4
SCI 3.0	History of Croatian sociology (211199) Matić, R.; Batina, G.	L3	30 (15+15+0)	2, 4
SCI 3.0	International Relations (214091) Sršen, A.; Šumanović, V.	LI	30 (15+0+15)	2, 4
SCI 3.0	Market Research (211196) Balabanić, I.; Brezovec, E.	Lo	30 (15+0+15)	2, 4
SCI 4.0	Prejudice and Discrimination Prevention (255071) Matić, R.	LI	45 (15+30+0)	2, 4

ECTS	SOC-dipl (4421): Elective courses, 2nd semester => Izborni kolegiji u ljetnom semestru (ZN i NAST-smjer)	Eng. Lev.	Study Hours	Sem.
SCI 3.0	Social Changes in the Republic of Croatia in 20th Century (211225) Beljo, M.	Lo	30 (30+0+0)	2, 4
SCI 3.0	Social media analytics (227718) Balabanić, I.	LI	30 (15+15+0)	2, 4
SCI 3.0	Social phenomenology (211224) Brezovec, E.	LI	30 (0+30+0)	2, 4
SCI 3.0	Sociology of public health (211179) Brezovec, E.	Lo	30 (15+15+0)	2, 4
SCI 3.0	Sociology of the Information Technology Profession (227719) Matić, R.	Lo	30 (15+15+0)	2, 4
SCI 3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	Lo	30 (15+15+0)	2, 4
SCI 3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	LI	30 (15+15+0)	2, 4
ECTS	SOC-dipl(16535): Elective courses 2nd semester (Scientific stream) => Obavezna izborna radna grupa u 2. semestru SOCIOLOGIJA RAZVOJA I SIGURNOSTI ILI EUROPSKI STUDIJI	Eng. Lev.	Study Hours	Sem.
SCI 3.0	Deviance at the Workplace (239921) Cajner Mraović, I.	L3	30 (30+0+0)	2, 4
SCI 3.0	European Society and Integral Ecology (255072) Sršen, A.	Lo	30 (15+0+15)	2, 4
SCI 3.0	European Union Institutions (214095) Sršen, A.	Lo	30 (15+0+15)	2, 4
SCI 3.0	International Relations (214091) Sršen, A.; Šumanović, V.	LI	30 (15+0+15)	2, 4
SCI 4.0	Prejudice and Discrimination Prevention (255071) Matić, R.	LI	45 (15+30+0)	2, 4
SCI 3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	LI	30 (15+15+0)	2, 4
ECTS	DIPL(18149): Elective Teaching Stream => NASTAVNIČKI MODUL	Eng. Lev.	Study Hours	Sem.
SCI 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	LI	30 (30+0+0)	2
SCI 3.0	Methods of Teaching Croatian Language (188546) Piskač, D.	LI	30 (30+0+0)	2
SCI 3.0	Methods of Teaching History (53907) Bušljeta Kardum, R.	LI	30 (30+0+0)	2
SCI 3.0	Methods of Teaching Sociology (53909) Dadić, K.	LI	30 (30+0+0)	2
<b>3rd semester, 2nd year</b>				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SCI 6.0	Quantitative Research Methods (144629) Pavić, D.	LI	60 (30+0+30)	3
SCI 3.0	Social Impact Analysis (214027) Balabanić, I.	Lo	30 (15+15+0)	3
ECTS	SOC-dipl (4420): Elective courses, 1st semester => Izborni kolegiji u zimskom semestru (ZN-smjer)	Eng. Lev.	Study Hours	Sem.
SCI 3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	1, 3
SCI 3.0	Criminology of Bullying (214081) Cajner Mraović, I.	L3	30 (15+15+0)	1, 3

	ECTS	SOC-dipl (4420): Elective courses, 1st semester => Izborni kolegiji u zimskom semestru (ZN-smjer)	Eng. Lev.	Study Hours	Sem.
SCI	3.0	Croatian state, public and social institutions (211194) Milotić, I.	Lo	30 (30+0+0)	1, 3
SCI	3.0	Culture of Peace and Non-violence (211176) Matić, R.	L1	30 (15+15+0)	1, 3
SCI	3.0	Digital Sociology (227716) Balabanić, I.	L3	30 (15+15+0)	1, 3
SCI	3.0	European Union and Civil Society (214083) Sršen, A.	L1	30 (15+15+0)	1, 3
SCI	3.0	EU Sustainable Development Policies (214004) Sršen, A.	Lo	30 (15+15+0)	1, 3
SCI	3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	1, 3
SCI	3.0	Risk Society (227712) Perkov, I.; Van Loon, J.	L3	30 (15+15+0)	1, 3
SCI	3.0	Sociology of Drug Use (214025) Dubreta, N.	L1	30 (15+15+0)	1, 3
SCI	3.0	Sociology of Human Resource Management (239922) Matić, R.	Lo	45 (15+15+15)	1, 3
SCI	3.0	Sociology of Migration and Ethnicity (214085) Marinović Golubić, M.	L1	30 (15+15+0)	1, 3
SCI	3.0	Sociology of Social Control and Police in Croatian Society (214086) Cajner Mraović, I.; Borovec, K.	Lo	30 (15+15+0)	1, 3
SCI	3.0	The Demographic Development of Croatia (214082) Pavić, D.	L1	30 (15+15+0)	1, 3
SCI	3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	1, 3
SCI	3.0	Youth Subcultures (211180) Perasović, B.	Lo	30 (15+15+0)	1, 3
	ECTS	SOC-dipl (16536): Elective courses 3rd semester (Scientific stream) => Obavezna izborna radna grupa u 3. semestru SOCIOLOGIJA RAZVOJA I SIGURNOSTI ILI EUROPSKI STUDIJI	Eng. Lev.	Study Hours	Sem.
SCI	3.0	EU Sustainable Development Policies (214004) Sršen, A.	Lo	30 (15+15+0)	1, 3
SCI	3.0	Sociology of Domestic Violence (214087) Cajner Mraović, I.	L3	30 (15+15+0)	3
	ECTS	DIPL(19020): Elective Teaching Stream => DIPL(19020): Izborno (NASTAVNIČKI MODUL)	Eng. Lev.	Study Hours	Sem.
SCI	3.0	Practical Exercises in the Methodology of Teaching [Croatian Language] (239806) Piskač, D.	L1	45 (0+15+30)	3
SCI	5.0	Practical Exercises in the Methodology of Teaching [History] (144736) Bušljeta Kardum, R.	L1	45 (0+15+30)	3
SCI	5.0	Practical Exercises in the Methodology of Teaching [Sociology] (144741) Dadić, K.	L1	45 (0+15+30)	3
4th semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SOC	3.0	Geopolitics and Global Security (205153) Sršen, A.; Perešin, A.	L2	30 (15+15+0)	4
SOC	20.0	Graduate work (64818)	L1	0 (0+0+0)	4
SCI	4.0	Sociology of the Croatian Diaspora (205183) Perić Kaselj, M.	L1	30 (15+15+0)	4

	ECTS	SOC-dipl (4421): Elective courses, 2nd semester => Izborni kolegiji u ljetnom semestru (ZN i NAST-smjer)	Eng. Lev.	Study Hours	Sem.
SCI	3.0	Applied Statistical Software (214090) Pavić, D.	LI	75 (15+0+60)	2, 4
SCI	3.0	Challenges of Social Stratification in Croatia (214092) Burić, I.; Pavić, D.	Lo	30 (15+15+0)	2, 4
SCI	3.0	Critical Thought in Sociology (211198) Matić, R.	Lo	45 (30+0+15)	2, 4
SCI	3.0	Deviance at the Workplace (239921) Cajner Mraović, I.	L3	30 (30+0+0)	2, 4
SCI	3.0	Economic Sociology (211193) Burić, I.	Lo	30 (15+15+0)	2, 4
SCI	3.0	European Society and Integral Ecology (255072) Sršen, A.	Lo	30 (15+0+15)	2, 4
SCI	3.0	European Union Institutions (214095) Sršen, A.	Lo	30 (15+0+15)	2, 4
SCI	3.0	History of Croatian sociology (211199) Matić, R.; Batina, G.	L3	30 (15+15+0)	2, 4
SCI	3.0	International Relations (214091) Sršen, A.; Šumanović, V.	LI	30 (15+0+15)	2, 4
SCI	3.0	Market Research (211196) Balabanić, I.; Brezovec, E.	Lo	30 (15+0+15)	2, 4
SCI	4.0	Prejudice and Discrimination Prevention (255071) Matić, R.	LI	45 (15+30+0)	2, 4
SCI	3.0	Social Changes in the Republic of Croatia in 20th Century (211225) Beljo, M.	Lo	30 (30+0+0)	2, 4
SCI	3.0	Social media analytics (227718) Balabanić, I.	LI	30 (15+15+0)	2, 4
SCI	3.0	Social phenomenology (211224) Brezovec, E.	LI	30 (0+30+0)	2, 4
SCI	3.0	Sociology of public health (211179) Brezovec, E.	Lo	30 (15+15+0)	2, 4
SCI	3.0	Sociology of the Information Technology Profession (227719) Matić, R.	Lo	30 (15+15+0)	2, 4
SCI	3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	Lo	30 (15+15+0)	2, 4
SCI	3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	LI	30 (15+15+0)	2, 4



## Philosophy - Teaching Stream (60 ECTS)

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

1st semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
PHI 3.0	Bioethics (201425) Greguric, I.	Lo	30 (15+15+0)	1	
PHI 4.0	Contemporary philosophy (214821) Skansi, S.	Lo	60 (30+30+0)	1	
PHI 3.0	Political and Legal Philosophy (228388) Barišić, P.	Lo	30 (30+0+0)	1	
ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u 1.semestru	Eng. Lev.	Study Hours	Sem.	
PHI 4.0	Developmental Psychology (200551) Brajković, L.	LI	45 (30+15+0)	1	
PHI 4.0	Didactics (96487) Ninčević, M.	LI	45 (30+15+0)	1	
PHI 4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	1	
ECTS	FIL- dipl17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.	
PHI 3.0	Philosophy of Game and Sports (187914) Škerbić, M.	Lo	30 (15+15+0)	1, 2, 3, 4	
PHI 3.0	Philosophy of Myth and Religion (187904) Džinić, I.	LI	30 (15+15+0)	1, 2, 3, 4	
2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
PHI 3.0	Methods of Teaching Philosophy, Logic and Ethics (214635) Škerbić, M.	Lo	30 (30+0+0)	2	
PHI 3.0	Philosophy of Education (61957) Škerbić, M.	LI	30 (15+15+0)	2	
ECTS	EDU (17148): Educational module => Nastavnički modul - Obvezni kolegiji u 2.semestru	Eng. Lev.	Study Hours	Sem.	
PHI 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	LI	30 (30+0+0)	2	
ECTS	FIL- dipl17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.	
PHI 3.0	Love and Beauty in the Works of Croatian Renaissance Philosophers (201523) Metesi Deronjić, Ž.	Lo	30 (15+15+0)	1, 2, 3, 4	
PHI 3.0	Philosophy of communication (201678) Greguric, I.	Lo	30 (15+15+0)	1, 2, 3, 4	
ECTS	FIL- DIPL (17983) -Eastern Philosophies and Cultures => FIL- (17983)- Indijska filozofija /Arapska filozofija	Eng. Lev.	Study Hours	Sem.	
PHI 3.0	Indian Philosophy (213958) Andrijanić, I.	Lo	30 (30+0+0)	2, 4	

3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PHI 3.0	Croatian Philosophical Heritage in the European Context (214813) Metesi Deronjić, Ž.	Lo	30 (30+0+0)	3
PHI 4.0	Philosophical methodology (201535) Škerbić, M.	Lo	45 (30+15+0)	3
PHI 5.0	Practical Exercises in the Methodology of Teaching [Philosophy] (144734) Ninčević, M.	LI	45 (0+15+30)	3
ECTS	FIL- dipl17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
PHI 3.0	Philosophy of Game and Sports (187914) Škerbić, M.	Lo	30 (15+15+0)	1, 2, 3, 4
PHI 3.0	Philosophy of Myth and Religion (187904) Džinić, I.	LI	30 (15+15+0)	1, 2, 3, 4
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
PHI 6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Car, S.	Lo	45 (0+15+30)	4
PHI 10.0	Master thesis (214814)	Lo	90 (0+90+0)	4
ECTS	FIL- dipl17272) - Elective courses => Izborni kolegiji na diplomskom Studiju filozofije	Eng. Lev.	Study Hours	Sem.
PHI 3.0	Love and Beauty in the Works of Croatian Renaissance Philosophers (201523) Metesi Deronjić, Ž.	Lo	30 (15+15+0)	1, 2, 3, 4
PHI 3.0	Philosophy of communication (201678) Greguric, I.	Lo	30 (15+15+0)	1, 2, 3, 4
ECTS	FIL- DIPL (17983) -Eastern Philosophies and Cultures => FIL- (17983)- Indijska filozofija /Arapska filozofija	Eng. Lev.	Study Hours	Sem.
PHI 3.0	Indian Philosophy (213958) Andrijanić, I.	Lo	30 (30+0+0)	2, 4

## Croatian Latinity (60 ECTS)

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

1st semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
CRO 5.0	Latin Paleography and Epigraphy (86899) Jerković, M.	Lo	60 (30+15+15)	I	
CRO 5.0	Overview of Latinity in the Age of Humanism and the Renaissance (118518) Tvrtković, T.	LI	30 (30+0+0)	I	
ECTS	LAT (17064) - Elective courses => Izborni kolegiji na dvopredmetnom diplomskom studiju hrvatskog latiniteta	Eng. Lev.	Study Hours	Sem.	
CRO 3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	LI	30 (0+30+0)	I, 2, 3, 4	
CRO 3.0	Croatian Latinists in the Literary Republic (200539) Matasović, M.	LI	30 (15+15+0)	I, 2, 3, 4	
CRO 4.0	The Croatian Humanist Epic (86902) Matasović, M.	LI	30 (0+30+0)	I, 2, 3, 4	
ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u 1.semestru	Eng. Lev.	Study Hours	Sem.	
CRO 4.0	Developmental Psychology (200551) Brajković, L.	LI	45 (30+15+0)	I	
CRO 4.0	Didactics (96487) Ninčević, M.	LI	45 (30+15+0)	I	
CRO 4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	I	
2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
CRO 5.0	Croatian Latinity Genres (200535) Demo, Š.	Lo	60 (30+30+0)	2	
CRO 3.0	Methods of Teaching Latin (201407) Tvrtković, T.	LI	30 (30+0+0)	2	
CRO 5.0	Overview of Latinity in the Post-Renaissance Period (118519) Tvrtković, T.	LI	30 (30+0+0)	2	
ECTS	Elective courses => Izborni predmeti na diplomskom studiju Hrvatskog latiniteta	Eng. Lev.	Study Hours	Sem.	
CRO 4.0	Book and Library History in Croatian Cultural Territory (144799) Krešić Nacevski, L.	Lo	30 (15+15+0)	I, 2, 3, 4	
CRO 3.0	Latin language in the history of Croatian education (200540) Matasović, M.	LI	30 (15+15+0)	I, 2, 3, 4	
ECTS	EDU (17148): Educational module => Nastavnički modul - Obvezni kolegiji u 2.semestru	Eng. Lev.	Study Hours	Sem.	
CRO 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	LI	30 (30+0+0)	2	

3rd semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
CRO 3.0	Cultural History and Latinity: The Middle and Early Modern Ages (200546) Jerković, M.	Lo	30 (30+0+0)	3	
CRO 3.0	Elementary Greek (200545) Krešić Nacevski, L.	LI	30 (15+0+15)	3	
CRO 3.0	Overview of Medieval Latinity (200544) Jerković, M.	LI	30 (30+0+0)	3	
CRO 5.0	Practical Exercises in the Methodology of Teaching [Latin Language and Literature] (144744) Demo, Š.	LI	45 (0+15+30)	3	
ECTS	LAT (17064) - Elective courses => Izborni kolegiji na dvopredmetnom diplomskom studiju hrvatskog latiniteta	Eng. Lev.	Study Hours	Sem.	
CRO 3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	LI	30 (0+30+0)	1, 2, 3, 4	
CRO 3.0	Croatian Latinists in the Literary Republic (200539) Matasović, M.	LI	30 (15+15+0)	1, 2, 3, 4	
CRO 4.0	The Croatian Humanist Epic (86902) Matasović, M.	LI	30 (0+30+0)	1, 2, 3, 4	
4th semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
CRO 6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Car, S.	Lo	45 (0+15+30)	4	
CRO 10.0	Master thesis (215173)	Lo	90 (0+90+0)	4	
CRO 3.0	Oral Latin (200547) Demo, Š.	L3	30 (0+15+15)	4	
ECTS	LAT (17064) - Elective courses => Izborni kolegiji na dvopredmetnom diplomskom studiju hrvatskog latiniteta	Eng. Lev.	Study Hours	Sem.	
CRO 4.0	Book and Library History in Croatian Cultural Territory (144799) Krešić Nacevski, L.	Lo	30 (15+15+0)	1, 2, 3, 4	
CRO 3.0	Latin language in the history of Croatian education (200540) Matasović, M.	LI	30 (15+15+0)	1, 2, 3, 4	

## Croatology- Teaching Stream (60ECTS)

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

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO 3.0	Croatian Linguistic Prescription (201776) Grčević, M.	LI	30 (15+15+0)	I
CRO 4.0	The Speech Culture (188010) Vrban Zrinski, K.	LI	45 (30+15+0)	I
ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u I.semestru	Eng. Lev.	Study Hours	Sem.
CRO 4.0	Developmental Psychology (200551) Brajković, L.	LI	45 (30+15+0)	I
CRO 4.0	Didactics (06487) Ninčević, M.	LI	45 (30+15+0)	I
CRO 4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	I
ECTS	KRO-dipl (17275): Elective courses => KRO-dipl (17275): Izborni kolegiji	Eng. Lev.	Study Hours	Sem.
CRO 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	I, 2, 3, 4
CRO 3.0	Croatian Children's Literature (201791) Zima, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	Croatian Language Teaching in the Diaspora (177713) Vulić Vranković, S.	LI	30 (0+0+30)	I, 2, 3, 4
CRO 3.0	Croatian Writers of European Reference (201770) Brozović, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	Interpretation of literary text (201794) Piskač, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO 2.0	Media Education (227645) Car, S.	Lo	30 (30+0+0)	I, 2, 3, 4
CRO 3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	Philosophy and Culture: Croatia in the European Context (201781) Metesi Deronjić, Ž.	LI	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	School Pedagogy (172610) Hrvatić, N.	LI	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3, 4
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO 4.0	Culture of Croats in the Diaspora (201778) Vulić Vranković, S.	LI	45 (30+15+0)	2
CRO 4.0	Heritage of Other Cultures in the Croatian Culture (201518) Marotti, B.	Lo	30 (30+0+0)	2

2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO 3.0	Methods of Teaching Croatian Language (188546) Piskač, D.	LI	30 (30+0+0)	2
CRO 3.0	Religious Elements of Croatian Culture (201779) Piskač, D.	Lo	30 (30+0+0)	2
CRO 2.0	Teaching Grammar in Teaching Croatian Language (234436) Piskač, D.	Lo	30 (15+0+15)	2
ECTS	EDU (17148): Educational module => Nastavnički modul - Obvezni kolegiji u 2.semestru	Eng. Lev.	Study Hours	Sem.
CRO 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	LI	30 (30+0+0)	2
ECTS	KRO-dipl (17275): Elective courses => KRO-dipl (17275): Izborni kolegiji	Eng. Lev.	Study Hours	Sem.
CRO 3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	I, 2, 3, 4
CRO 3.0	Croatian lexicography (201792) Franić, I.	LI	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	Ivana Brlić-Mažuranić (201796) Zima, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	Motivation in Teaching Croatian Language (188689) Brajković, L.	Lo	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	Pagan and Christian Themes in Croatian Literature (239801) Brozović, D.	Lo	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	Theory of Literature (201857) Piskač, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	Lo	30 (15+15+0)	I, 2, 3, 4
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO 3.0	Literary Stylistics (201804) Vrban Zrinski, K.	LI	30 (15+15+0)	3
CRO 3.0	Practical Exercises in the Methodology of Teaching [Croatian Language] (239806) Piskač, D.	LI	45 (0+15+30)	3
CRO 3.0	Word Formation in the Croatian Language (201805) Vulić Vranković, S.	LI	30 (15+15+0)	3
ECTS	KRO-dipl (17275): Elective courses => KRO-dipl (17275): Izborni kolegiji	Eng. Lev.	Study Hours	Sem.
CRO 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	I, 2, 3, 4
CRO 3.0	Croatian Children's Literature (201791) Zima, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	Croatian Language Teaching in the Diaspora (177713) Vulić Vranković, S.	LI	30 (0+0+30)	I, 2, 3, 4
CRO 3.0	Croatian Writers of European Reference (201770) Brozović, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO 3.0	Interpretation of literary text (201794) Piskač, D.	LI	30 (15+15+0)	I, 2, 3, 4

	ECTS	KRO-dipl (17275): Elective courses => KRO-dipl (17275): Izborni kolegiji	Eng. Lev.	Study Hours	Sem.
CRO	2.0	Media Education (227645) Car, S.	Lo	30 (30+0+0)	I, 2, 3, 4
CRO	3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3, 4
CRO	3.0	Philosophy and Culture: Croatia in the European Context (201781) Metesi Deronjić, Ž.	LI	30 (15+15+0)	I, 2, 3, 4
CRO	3.0	School Pedagogy (172610) Hrvatić, N.	LI	30 (15+15+0)	I, 2, 3, 4
CRO	3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3, 4
4th semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
CRO	6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Car, S.	Lo	45 (0+15+30)	4
CRO	4.0	Croatian Stage Art (188011) Vrban Zrinski, K.	LI	45 (30+15+0)	4
CRO	10.0	Master thesis (215308)	Lo	90 (0+90+0)	4
	ECTS	KRO-dipl (17275): Elective courses => KRO-dipl (17275): Izborni kolegiji	Eng. Lev.	Study Hours	Sem.
CRO	3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	I, 2, 3, 4
CRO	3.0	Croatian lexicography (201792) Franić, I.	LI	30 (15+15+0)	I, 2, 3, 4
CRO	3.0	Ivana Brlić-Mažuranić (201796) Zima, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO	3.0	Motivation in Teaching Croatian Language (188689) Brajković, L.	Lo	30 (15+15+0)	I, 2, 3, 4
CRO	3.0	Pagan and Christian Themes in Croatian Literature (239801) Brozović, D.	Lo	30 (15+15+0)	I, 2, 3, 4
CRO	3.0	Theory of Literature (201857) Piskač, D.	LI	30 (15+15+0)	I, 2, 3, 4
CRO	3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	Lo	30 (15+15+0)	I, 2, 3, 4

## History - Teaching Stream (120 ECTS)

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

1st semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
HIS 4.0	Croatian Cultural History (202690) Glazer, E.	L2	30 (30+0+0)	I	
HIS 4.0	Economic History of Croatian Modern Society (202692) Vukelić, V.	L1	30 (30+0+0)	I	
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.	
HIS 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	I, 2, 3, 4	
HIS 3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	L1	30 (0+30+0)	I, 2, 3, 4	
HIS 3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	I, 2, 3, 4	
HIS 3.0	Croatian Political History from 1990 to 1995 (239960) Beljo, M.	Lo	30 (0+30+0)	I, 2, 3, 4	
HIS 3.0	Croatian state, public and social institutions (211194) Milotić, I.	Lo	30 (30+0+0)	I, 2, 3, 4	
HIS 3.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (202895) Tomorad, M.	Lo	30 (0+30+0)	I, 2, 3, 4	
HIS 3.0	History of Military Border (202897) Milković, K.	Lo	30 (0+30+0)	I, 2, 3, 4	
HIS 3.0	Intercultural education (217041) Hrvatić, N.	Lo	30 (15+15+0)	I, 2, 3, 4	
HIS 2.0	Media Education (227645) Car, S.	Lo	30 (30+0+0)	I, 2, 3, 4	
HIS 3.0	Military-political relations in Bosnia and Herzegovina 1990-1995 (202921) Beljo, M.	Lo	30 (0+30+0)	I, 2, 3, 4	
HIS 3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3, 4	
HIS 3.0	School Pedagogy (172610) Hrvatić, N.	L1	30 (15+15+0)	I, 2, 3, 4	
HIS 4.0	Social Development and Rise of Eastern Mediterranean Civilisations (86939) Glazer, E.	L2	30 (0+30+0)	I, 2, 3, 4	
HIS 3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3, 4	
ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u 1.semestru	Eng. Lev.	Study Hours	Sem.	
HIS 4.0	Developmental Psychology (200551) Brajković, L.	L1	45 (30+15+0)	I	
HIS 4.0	Didactics (96487) Ninčević, M.	L1	45 (30+15+0)	I	
HIS 4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	I	



2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
HIS 4.0	Croatian Political History (202693) Ćosić, S.	L1	30 (30+0+0)	2
HIS 3.0	Methods of Teaching History (53907) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
HIS 4.0	Social Changes in the Republic of Croatia in 20th Century (202475) Beljo, M.	Lo	30 (30+0+0)	2
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
HIS 3.0	Archivistics for historians (202954) Jerković, M.	L1	30 (0+30+0)	I, 2, 3, 4
HIS 3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	I, 2, 3, 4
HIS 3.0	Culture of Travel to the Ancient East and Egypt during the 19th and 20th Century (228925) Tomorad, M.	Lo	30 (0+30+0)	I, 2, 3, 4
HIS 3.0	History and Archeology (202967) Glazer, E.	L2	30 (0+30+0)	I, 2, 3, 4
HIS 3.0	History of Christianity in Croatia (203989) Piskač, D.	L1	30 (30+0+0)	I, 2, 3, 4
HIS 3.0	History of Palestine (203990) Glazer, E.	L2	30 (0+30+0)	I, 2, 3, 4
HIS 3.0	History of parliamentarism in Croatia (203991) Matković, S.	L2	30 (0+30+0)	I, 2, 3, 4
HIS 3.0	Nobility in Croatian Diet: 1650-1740 (130541) Jukić Vidas, I.	Lo	30 (0+30+0)	I, 2, 3, 4
HIS 3.0	Roman Military in Croatia (202914)	L1	30 (0+30+0)	I, 2, 3, 4
HIS 3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	Lo	30 (15+15+0)	I, 2, 3, 4
HIS 3.0	Yugoslav security services from 1944. to 1992. (202915) Šumanović, V.	L1	30 (0+30+0)	I, 2, 3, 4
ECTS	EDU (17148): Educational module => Nastavnički modul - Obvezni kolegiji u 2.semestru	Eng. Lev.	Study Hours	Sem.
HIS 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	L1	30 (30+0+0)	2
3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
HIS 4.0	Croatian Military History and Homeland War (202851) Beljo, M.	Lo	30 (30+0+0)	3
HIS 4.0	Democratic Changes in the Republic of Croatia (202702) Vukelić, V.; Šumanović, V.	L1	30 (15+15+0)	3
HIS 3.0	History of education (202850) Vukelić, V.; Beljo, M.	Lo	30 (30+0+0)	3
HIS 5.0	Practical Exercises in the Methodology of Teaching [History] (144736) Bušljeta Kardum, R.	L1	45 (0+15+30)	3
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
HIS 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	I, 2, 3, 4

	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
HIS	3.0	Chapters and Monasteries: Centres of Medieval Civilisation (202860) Jerković, M.	LI	30 (0+30+0)	I, 2, 3, 4
HIS	3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	I, 2, 3, 4
HIS	3.0	Croatian Political History from 1990 to 1995 (239960) Beljo, M.	Lo	30 (0+30+0)	I, 2, 3, 4
HIS	3.0	Croatian state, public and social institutions (211194) Milotić, I.	Lo	30 (30+0+0)	I, 2, 3, 4
HIS	3.0	History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction (202895) Tomorad, M.	Lo	30 (0+30+0)	I, 2, 3, 4
HIS	3.0	History of Military Border (202897) Milković, K.	Lo	30 (0+30+0)	I, 2, 3, 4
HIS	3.0	Intercultural education (217041) Hrvatić, N.	Lo	30 (15+15+0)	I, 2, 3, 4
HIS	2.0	Media Education (227645) Car, S.	Lo	30 (30+0+0)	I, 2, 3, 4
HIS	3.0	Military-political relations in Bosnia and Herzegovina 1990-1995 (202921) Beljo, M.	Lo	30 (0+30+0)	I, 2, 3, 4
HIS	3.0	Parenting pedagogy (213981) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3, 4
HIS	3.0	School Pedagogy (172610) Hrvatić, N.	LI	30 (15+15+0)	I, 2, 3, 4
HIS	4.0	Social Development and Rise of Eastern Mediterranean Civilisations (86939) Glazer, E.	L2	30 (0+30+0)	I, 2, 3, 4
HIS	3.0	Therapeutic Pedagogy I (201466) Dadić, K.	Lo	30 (15+15+0)	I, 2, 3, 4
4th semester, 2nd year					
	ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
HIS	6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Car, S.	Lo	45 (0+15+30)	4
HIS	10.0	Master thesis (214702)	Lo	90 (0+90+0)	4
	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
HIS	3.0	Archivistics for historians (202954) Jerković, M.	LI	30 (0+30+0)	I, 2, 3, 4
HIS	3.0	Childhood Pedagogy (226199) Dadić, K.	Lo	30 (30+0+0)	I, 2, 3, 4
HIS	3.0	Culture of Travel to the Ancient East and Egypt during the 19th and 20th Century (228925) Tomorad, M.	Lo	30 (0+30+0)	I, 2, 3, 4
HIS	3.0	History and Archeology (202967) Glazer, E.	L2	30 (0+30+0)	I, 2, 3, 4
HIS	3.0	History of Christianity in Croatia (203989) Piskač, D.	LI	30 (30+0+0)	I, 2, 3, 4
HIS	3.0	History of Palestine (203990) Glazer, E.	L2	30 (0+30+0)	I, 2, 3, 4
HIS	3.0	History of parliamentarism in Croatia (203991) Matković, S.	L2	30 (0+30+0)	I, 2, 3, 4
HIS	3.0	Nobility in Croatian Diet: 1650-1740 (130541) Jukić Vidas, I.	Lo	30 (0+30+0)	I, 2, 3, 4

	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju povijesti	Eng. Lev.	Study Hours	Sem.
HIS	3.0	Roman Military in Croatia (202914)	LI	30 (0+30+0)	I, 2, 3, 4
HIS	3.0	Therapeutic Pedagogy 2 (201485) Piskač, D.	Lo	30 (15+15+0)	I, 2, 3, 4
HIS	3.0	Yugoslav security services from 1944. to 1992. (202915) Šumanović, V.	LI	30 (0+30+0)	I, 2, 3, 4

## Sociology - Teaching stream (60 ECTS)

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

1st semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
4.0	Contemporary social theory (211167) Brezovec, E.	Lo	45 (30+15+0)	I
2.0	Data processing (211168) Šikić, L.	Lo	30 (0+0+30)	I
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.
3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	I, 2, 3, 4
3.0	Croatian state, public and social institutions (211194) Milotić, I.	Lo	30 (30+0+0)	I, 2, 3, 4
3.0	Culture of Peace and Non-violence (211176) Matić, R.	L1	30 (15+15+0)	I, 2, 3, 4
3.0	Digital Sociology (227716) Balabanić, I.	L3	30 (15+15+0)	I, 2, 3, 4
3.0	EU Sustainable Development Policies (214004) Sršen, A.	Lo	30 (15+15+0)	I, 2, 3, 4
2.0	Media Education (227645) Car, S.	Lo	30 (30+0+0)	I, 2, 3, 4
3.0	Risk Society (227712) Perkov, I.; Van Loon, J.	L3	30 (15+15+0)	I, 2, 3, 4
3.0	School Pedagogy (172610) Hrvatić, N.	L1	30 (15+15+0)	I, 2, 3, 4
3.0	Sociology of Domestic Violence (214087) Cajner Mraović, I.	L3	30 (15+15+0)	I, 2, 3, 4
3.0	Sociology of Human Resource Management (239922) Matić, R.	Lo	45 (15+15+15)	I, 2, 3, 4
3.0	Sociology of Migration and Ethnicity (214085) Marinović Golubić, M.	L1	30 (15+15+0)	I, 2, 3, 4
3.0	Youth Subcultures (211180) Perasović, B.	Lo	30 (15+15+0)	I, 2, 3, 4
ECTS	EDU(17065) Educational Module => Nastavnički modul - Obvezni kolegiji u 1.semestru	Eng. Lev.	Study Hours	Sem.
4.0	Developmental Psychology (200551) Brajković, L.	L1	45 (30+15+0)	I
4.0	Didactics (06487) Ninčević, M.	L1	45 (30+15+0)	I
4.0	Pedagogy (144706) Hrvatić, N.	Lo	45 (30+15+0)	I
2nd semester, 1st year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
3.0	Demographic Resources and Potentials (211169) Komušanac, M.	Lo	30 (15+15+0)	2

2nd semester, 1st year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
SOC 3.0	Methods of Teaching Sociology (53909) Dadić, K.	LI	30 (30+0+0)	2	
SOC 3.0	Quantitative methodology (211174) Balabanić, I.	Lo	45 (15+30+0)	2	
SOC 3.0	Sociology of Social Changes (211170) Brezovec, E.	Lo	30 (30+0+0)	2	
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.	
SOC 3.0	Challenges of Social Stratification in Croatia (214092) Burić, I.; Pavić, D.	Lo	30 (15+15+0)	1, 2, 3, 4	
SOC 3.0	Critical Thought in Sociology (211198) Matić, R.	Lo	45 (30+0+15)	1, 2, 3, 4	
SOC 3.0	Economic Sociology (211193) Burić, I.	Lo	30 (15+15+0)	1, 2, 3, 4	
SOC 3.0	European Union Institutions (214095) Sršen, A.	Lo	30 (15+0+15)	1, 2, 3, 4	
SOC 3.0	Geopolitics and Global Security (205153) Sršen, A.; Perešin, A.	L2	30 (15+15+0)	1, 2, 3, 4	
SOC 3.0	History of Croatian sociology (211199) Matić, R.; Batina, G.	L3	30 (15+15+0)	1, 2, 3, 4	
SOC 3.0	Market Research (211196) Balabanić, I.; Brezovec, E.	Lo	30 (15+0+15)	1, 2, 3, 4	
SOC 4.0	Prejudice and Discrimination Prevention (255071) Matić, R.	LI	45 (15+30+0)	1, 2, 3, 4	
SOC 3.0	Social Changes in the Republic of Croatia in 20th Century (211225) Beljo, M.	Lo	30 (30+0+0)	1, 2, 3, 4	
SOC 3.0	Social media analytics (227718) Balabanić, I.	LI	30 (15+15+0)	1, 2, 3, 4	
SOC 3.0	Social phenomenology (211224) Brezovec, E.	LI	30 (0+30+0)	1, 2, 3, 4	
SOC 3.0	Sociology of public health (211179) Brezovec, E.	Lo	30 (15+15+0)	1, 2, 3, 4	
SOC 3.0	Sociology of the Croatian Diaspora (211221) Perić Kaselj, M.	LI	30 (15+15+0)	1, 2, 3, 4	
SOC 3.0	Sociology of the Information Technology Profession (227719) Matić, R.	Lo	30 (15+15+0)	1, 2, 3, 4	
SOC 3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	LI	30 (15+15+0)	1, 2, 3, 4	
ECTS	EDU (17148): Educational module => Nastavnički modul - Obvezni kolegiji u 2.semestru	Eng. Lev.	Study Hours	Sem.	
SOC 2.0	Legal Bases and Pedagogical Documentation (201263) Bušljeta Kardum, R.	LI	30 (30+0+0)	2	
3rd semester, 2nd year					
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.	
SOC 5.0	Practical Exercises in the Methodology of Teaching [Sociology] (144741) Dadić, K.	LI	45 (0+15+30)	3	
SOC 3.0	Qualitative Methodology (215065) Marinović Golubić, M.	LI	45 (15+30+0)	3	

3rd semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SOC 3.0	Social Impact Analysis (214027) Balabanić, I.	Lo	30 (15+15+0)	3
SOC 3.0	Sociology of Education (211173) Dadić, K.	Lo	30 (30+0+0)	3
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.
SOC 3.0	Active Learning Strategies (214637) Bušljeta Kardum, R.	Lo	30 (15+15+0)	1, 2, 3, 4
SOC 3.0	Croatian state, public and social institutions (211194) Milotić, I.	Lo	30 (30+0+0)	1, 2, 3, 4
SOC 3.0	Culture of Peace and Non-violence (211176) Matić, R.	L1	30 (15+15+0)	1, 2, 3, 4
SOC 3.0	Digital Sociology (227716) Balabanić, I.	L3	30 (15+15+0)	1, 2, 3, 4
SOC 3.0	EU Sustainable Development Policies (214004) Sršen, A.	Lo	30 (15+15+0)	1, 2, 3, 4
SOC 2.0	Media Education (227645) Car, S.	Lo	30 (30+0+0)	1, 2, 3, 4
SOC 3.0	Risk Society (227712) Perkov, I.; Van Loon, J.	L3	30 (15+15+0)	1, 2, 3, 4
SOC 3.0	School Pedagogy (172610) Hrvatić, N.	L1	30 (15+15+0)	1, 2, 3, 4
SOC 3.0	Sociology of Domestic Violence (214087) Cajner Mraović, I.	L3	30 (15+15+0)	1, 2, 3, 4
SOC 3.0	Sociology of Human Resource Management (239922) Matić, R.	Lo	45 (15+15+15)	1, 2, 3, 4
SOC 3.0	Sociology of Migration and Ethnicity (214085) Marinović Golubić, M.	L1	30 (15+15+0)	1, 2, 3, 4
SOC 3.0	Youth Subcultures (211180) Perasović, B.	Lo	30 (15+15+0)	1, 2, 3, 4
4th semester, 2nd year				
ECTS	Required courses	Eng. Lev.	Study Hours	Sem.
SOC 6.0	Correlation Practicum in the Methodology of Teaching (201262) Ninčević, M.; Car, S.	Lo	45 (0+15+30)	4
SOC 10.0	Graduate work (211192)	Lo	60 (0+60+0)	4
ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.
SOC 3.0	Challenges of Social Stratification in Croatia (214092) Burić, I.; Pavić, D.	Lo	30 (15+15+0)	1, 2, 3, 4
SOC 3.0	Critical Thought in Sociology (211198) Matić, R.	Lo	45 (30+0+15)	1, 2, 3, 4
SOC 3.0	Economic Sociology (211193) Burić, I.	Lo	30 (15+15+0)	1, 2, 3, 4
SOC 3.0	European Union Institutions (214095) Sršen, A.	Lo	30 (15+0+15)	1, 2, 3, 4
SOC 3.0	Geopolitics and Global Security (205153) Sršen, A.; Perešin, A.	L2	30 (15+15+0)	1, 2, 3, 4

	ECTS	Elective courses => Izborni kolegiji na diplomskom Studiju sociologije	Eng. Lev.	Study Hours	Sem.
SOC	3.0	History of Croatian sociology (211199) Matić, R.; Batina, G.	L3	30 (15+15+0)	I, 2, 3, 4
SOC	3.0	Market Research (211196) Balabanić, I.; Brezovec, E.	Lo	30 (15+0+15)	I, 2, 3, 4
SOC	4.0	Prejudice and Discrimination Prevention (255071) Matić, R.	LI	45 (15+30+0)	I, 2, 3, 4
SOC	3.0	Social Changes in the Republic of Croatia in 20th Century (211225) Beljo, M.	Lo	30 (30+0+0)	I, 2, 3, 4
SOC	3.0	Social media analytics (227718) Balabanić, I.	LI	30 (15+15+0)	I, 2, 3, 4
SOC	3.0	Social phenomenology (211224) Brezovec, E.	LI	30 (0+30+0)	I, 2, 3, 4
SOC	3.0	Sociology of public health (211179) Brezovec, E.	Lo	30 (15+15+0)	I, 2, 3, 4
SOC	3.0	Sociology of the Croatian Diaspora (211221) Perić Kaselj, M.	LI	30 (15+15+0)	I, 2, 3, 4
SOC	3.0	Sociology of the Information Technology Profession (227719) Matić, R.	Lo	30 (15+15+0)	I, 2, 3, 4
SOC	3.0	The Violence of Children and Minors (57205) Cajner Mraović, I.	LI	30 (15+15+0)	I, 2, 3, 4

## **Courses**



# Active Learning Strategies

214637

## Lecturer



izv. prof. dr. sc.  
Rona Bušljeta  
Kardum

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

## Course Description

### Study Programme Learning Outcomes

- Croatian Latinity
- Dual-major studies
- Communication Studies
- Croatology
- History
- History
- Sociology

# Applied Statistical Software

214090

## Lecturer



doc. dr. sc.  
Dario Pavić

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

### Sociology

- Implement an appropriate method to research social phenomena
- Apply qualitative and quantitative data processing programs
- Differentiate sampling methods for social research

## General Competencies

- Improve the ability to apply knowledge in practice.
- Develop specific analytical and research skills.
- Be able to effectively collect data and manage information.
- Be able to effectively analyze social phenomena.
- Develop team work and interpersonal skills.
- Develop the ability to work independently.
- Develop problem-solving skills.
- Develop a concern for the quality of scientific the research.
- Acquire specialized knowledge necessary to perform research activities within the social sciences and further training.
- Be able to effectively carry out research and organize time.
- Be able to effectively manage research projects.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours  
15  
60

### Grading

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

## Week by Week Schedule

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

## Literature



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



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



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

# Arabian Philosophy

213957

## Course Description

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Formulate different arguments, possible contradictions and construct counterexamples

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

Explain the specifics of contemporary philosophical disciplines and their development

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

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

## Week by Week Schedule

1. How philosophy spoke Arabic
2. Reception of Greek philosophy by Arab philosophers
3. The relationship between philosophy and religion in the Islamic (Arab) world
4. Faith and Reason: Ibn Rushd Averroes, Book of Judgmental Discussion (analysis of selected texts)
5. The film "Destiny" (Al-Massir) about Averroes and thematic analysis of the film
6. Virtue ethics, love and friendship
7. Philosophy of happiness - therapy of the soul

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

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

8. Natural philosophy and psychology
9. The status and subject of the study of metaphysics
10. God and metaphysics: Avicenna, Metaphysics I, ch. 1.–3.
11. Evidence for the existence of God: Avicenna, Averroes, Maimonides and Thomas Aquinas
12. The eternity of the world
13. Angels (separate beings/substances): Maimonides, Guide for those who are two
14. Political philosophy in Arabic philosophy
15. Reception and influence of Arabic philosophy in the West: Herman Dalmatin, Albert the Great, Thomas Aquinas and Ivan Duns the Scot

## Literature



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



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



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



Averroës (1988). *Nesuvislost nesuvislosti*, Naprijed



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

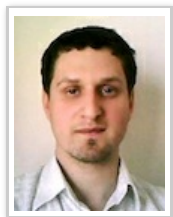


Moses Maimonides (2008). *Vodič za one što dvoje*, Demetra

# Archivistics for historians

202954

## Lecturer



izv. prof. dr. sc.  
Marko Jerković

## Course Description

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

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

History

History

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

ECTS Credits 3.0

English Level L1

E-learning Level L1  
(10%)

Study Hours 30

### Grading

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



## Week by Week Schedule

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

## Literature



Jozo Ivanović (2010).  
*Priručnik iz arhivistike*



Luciana Duranti (2000).  
*Arhivski zapisi*



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

## Additional Literature



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



Cesare Paoli (2001).  
*Diplomatica*

# Bibliotherapy in the Literature Class

172612



## Lecturer



izv. prof. dr. sc.  
Davor Piskač

ECTS Credits 3.0

English Level L1

E-learning Level L1 (5%)

Study Hours

15

15

## Course Description

### Goals

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

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

## Learning Outcomes

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

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



## Study Programme Learning Outcomes

### Croatian Latinity

#### Generic competencies

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

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Esej [EN]

3 ECTS

## Forms of Teaching

- » Predavanja
- » Seminar

## Week by Week Schedule

1. Introduction to bibliotherapy
  - a. What is bibliotherapy
  - b. History of bibliotherapy
2. Bibliotherapy in the context of system theory
  - a. Introduction
  - b. Literature as a medium between psychic and social systems
3. Bibliotherapy in the context of psychoanalytic criticism
  - a. Freud's psychoanalysis and language
  - b. Psychology of Ego (Ego Psychology)
  - c. Jung's archetypal criticism
  - d. Jacques Lacan and French psychoanalysis
  - e. Revolution of the Poetical Language of Julia Kristeva
4. The aesthetic and cultural functions of literature
  - a. Aesthetic functions of literature
  - b. Aesthetic norm and aesthetic value
5. Out of esthetic functions of literature
6. Literature as a reflection of life: the fictional and the factual world of literature.
7. What are the emotions and how the literature reflects them:
  - a. The factual emotional life of people
  - b. The fictional emotional life of characters and actresses.
8. Understanding the basic psychodynamic processes within a literary work:
  - a. psychodynamic processes
  - b. psychodynamic processes in literature (emotions in characters and actants).
9. Bibliotherapy Interpretation:
  - a. Cognitive interpretation of literary text
  - b. Affective interpretation of literary text
10. MED model (thought-emotion-event):
  - a. The way of thinking as a motivator of emotion
  - b. Emotions as a motivator of events
  - c. Event as a motivator of thinking.
11. Preparation for MED model application
  - a. Understanding and interpreting the contents of a literary work
  - b. Understanding and Interpreting the Events
  - c. Characterization

12. Practical application of the MED model in literary interpretation
  - a. Observing the process: thought, emotion, action (MED model)
  - b. Evaluating the outcome of the action of a person or actress
  - c. proposing an alternative end
  - d. Generalization (how alternative behavior depends on alternative thinking).
13. Application of bibliotherapy in poetry
14. Application of bibliotherapy in prose
15. Application of bibliotherapy in drama

## Literature



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



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

## Similar Courses

- » Bibliotherapy: Therapy through Literature, Oxford

# Bioethics

201425

## Lecturer



izv. prof. dr. sc.  
Ivana Greguric

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

- Analyze main problems of contemporary philosophical disciplines
- Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking
- Create written and oral presentations of complex academic and non-academic content
- Explain and evaluate different theoretical, methodological and practical concepts
- Encourage the development of professional and scientific excellence and

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

## Grading

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

integrity and determine the need for lifelong learning and professional development

### Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

### Week by Week Schedule

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

### Literature



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



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

### Similar Courses

» Bioethics, Oxford

# Book and Library History in Croatian Cultural Territory

144799



## Lecturer



doc. dr. sc.  
Lucija Krešić  
Nacevski

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours

15

15

## Grading

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

## Course Description

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

There are no conditions for joining the subject.

The subject contributes at every study level.

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

### Croatian Latinity

#### Generic competencies

apply different methods to explain, comment and interpret all literary scientific works written in Latin or Croatian language

critically evaluate diverse descriptive and prescriptive beliefs and points of view on human nature and place in the world

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

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

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

#### Specific competencies

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

## Dual-major studies

### Croatian Latinity

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

Critically consider various descriptive and normative beliefs and attitudes about human nature and position in the world

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

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

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

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

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Seminarski rad [EN]

2 ECTS Usmeni ispit [EN]

4 ECTS

## Forms of Teaching

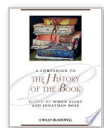
» Seminar

» Oral discussions, writing tests

## Week by Week Schedule

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

## Literature



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



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

## Similar Courses

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

# Challenges of Social Stratification in Croatia

214092

## Lecturers



izv. prof. dr. sc.  
Ivan Burić



doc. dr. sc.  
Dario Pavić

## Course Description

The main goal of the subject is to present the basic concept of the social stratification; to present the theoretical concept which are explaining the social stratification. The goal is to introduce the stratification structure as a stratification dynamic of Croatian society in its different developmental period (during XX. and XXI. century).

## Learning Outcomes

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

1. Analyze and interpret social phenomena
2. Recognize the dominant social classes and stratum's of the Croatian society in the process of the social change in XX. century
3. Explain the social processes
4. Criticize a social processes, relations, values, phenomena, theories, paradigms, methodological approaches inside the basic and applicable sociological subjects
5. Classify the dominant criterium of the stratification of the Croatian society.
6. Recognize the basic features of the social position of dominant social classes and strata in different changes of the twentieth century

## Study Programme Learning Outcomes

Dual-major studies

Sociology

- Evaluate social impact of social changes in society
- Recognize the generators of conflicts in contemporary society
- Evaluate appropriate ways of intervention of a certain social issue

Sociology

- Evaluate social impact of social changes in society
- Recognize the generators of conflicts in contemporary society
- Interpret certain social processes using knowledge of sociological theories

## Forms of Teaching

- » Predavanja
  - » Frontal
- » Seminar
  - » Discussion/presentation

ECTS Credits 3.0

English Level Lo

E-learning Level L2 (20%)

Study Hours  
15  
15

## Grading

Final exam, active participation in on the lectures and seminar.  
60% exam 20% class attending  
20% seminar paper





## Literature



Michael Haralambos, Martin Holborn, Vesna Tomić (2002). *Sociologija*



Ossowski, Stanislaw (1991). *Klasna struktura u društvenoj svijesti*, Zagreb, Naprijed



Duško Sekulić (1991). *Strukture na izmaku*, Zagreb; Hrvatsko sociološko društvo



Max Weber (1999). *Vlast i politika*, Zagreb; Jesenski i Turk

## Similar Courses

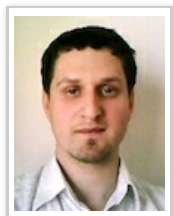
» -, Oxford

# Chapters and Monasteries: Centres of Medieval Civilisation

202860



## Lecturer



izv. prof. dr. sc.  
Marko Jerković

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

40% essay; 40% research; 20% oral exam

## Course Description

In the framework of this course medieval chapters and monasteries are being studied. These were the institutions which were the leaders of the cultural, social, legal and religious life of the Hungarian-Croatian Kingdom. The main research objectives: institutional history, incorporation into the legal system, relations with the centres of the power, prosopography, influence on the society.

## Learning Outcomes

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

1. Indicate the main trends in the history of the chapters and monasteries.
2. Analyze the diplomatic, legislative and narrative church sources of the Middle Ages
3. Explain the development of the ecclesiastical institutions
4. Identify the most important canons, monks, friars and bishops Croatian Middle Ages.
5. Point out the development of the chapter and monasteries in Croatia during the Middle Ages.
6. Analyze comparatively Croatian and European ecclesiastical history

## Study Programme Learning Outcomes

### Croatian Latinity

#### Generic competencies

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

coordinate discussions and provide explanatory comments on a number of issues of social. cultural and political nature

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

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

identify and interpret the intrinsic interdisciplinary nature of historical research by linking the specific segments of historical research with the corresponding segments of other social sciences and humanities

promote and defend fundamental ideas and principles on which contemporary democratic societies are based

**Specific competencies**

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

**Dual-major studies****Croatian Latinity**

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

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

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

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

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

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

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

**History****History**

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

**Forms of Teaching**

## » Seminar

» Students are writing their research essays under the tutorship of the teacher.

**Week by Week Schedule**

1. The main paradigms in the research of the chapters and the monasteries
2. Sources in the research of the chapters and the monasteries
3. Cathedral chapters in Europe and in the Croatian-Hungarian Kingdom
4. Internal hierarchy of the chapters and the monasteries
5. „Case study“: the Zagreb cathedral chapter
6. Collegiate chapters
7. Chapters with the early Christian tradition
8. Chapters landed estates
9. Canons as the social group
10. Benedictine monasteries
11. Cistercians
12. New medieval spirituality: Franciscans and Dominicans
13. Cultural importance of the chapters and the monasteries
14. Chapters and the monasteries as the "places of authentication" (loca credibilia)
15. Archives

## Literature



Ančić, Mladen *Splitski i Zadarski kaptol kao «vjerodostojna mjesta»*, *Fontes – izvori za hrvatsku povijest*, 11 (2005.)



Andrić, Stanko *Čudesa svetoga Ivana Kapistrana: povijesna i tekstualna analiza*, Slavonski Brod-Osijek, 1999.



Duby, Georges *Vrijeme katedrala*, Zagreb, 2007.



Gajer, Radovan *Posjedi Zagrebačkog kaptola oko Zagreba u prvoj polovici 14. st., Radovi. Sveučilište u Zagrebu – Institut za hrvatsku povijest*, 11 (1978.)



Hunyadi, Zsolt *Administering the Law: Hungary's Loca Credibilia*, u: *Martyn Rady (ur.) Custom and Law in Central Europe*, Cambridge, 2003.



Kosztá, László *Conclusions drawn from the Prosopographic Analysis of the Canons belonging to the Cathedral Chapters of Medieval Hungary (1200-1350)*, u: *Carreiras Eclesiásticas no Occidente Cristão (séc XII-XIV). Ecclesiastical Carrers in Western Christianity (12th-14th c.)*, Lisabon, 2007.



Ostojić, Ivan *Metropolitanski kaptol u Splitu*, Zagreb, 1975.



Eubel, Conrad *Hierarchia Catholica Medii Aevi [et Recentioris Aevi] sive summorum pontificum, S. R. E. cardinalium, ecclesiarum antistitum series ab anno 1198 usque ad annum 1431 perducta e documentis tabularii praesertim Vaticani collecta, digesta, edita, sv. 1-4*, Münster, 1913.-1935.

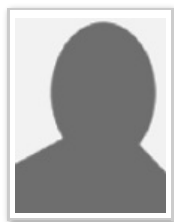
## Similar Courses

» Medieval Church and Culture, Oxford

# Childhood Pedagogy

226199

## Lecturer



doc. dr. sc.  
Katarina Dadić

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

## Course Description

### Study Programme Learning Outcomes

Croatian Latinity

Dual-major studies

Croatology

History

History

Sociology

Evaluate social impact of social changes in society

Interpret certain social processes using knowledge of sociological theories



# Clinical Psychodiagnostics

130561

## Lecturer



izv. prof. dr. sc.  
Lovorka Brajković

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

### Psychology

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

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

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

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

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

Assess the compliance of psychological practice with prescribed ethical principles of psychological activity in various areas of theoretical and applied psychology

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

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours  
30  
30Teaching Assistant  
Katarina Jelić, mag. psych.

### Grading

During the course, activities are scored as follows: Regular attendance - 5 points Class activity - 5 points Essay - 30 points Written exam - 30 points Oral exam - 30 points Grade is determined as follows: 1 - up to 59 points 2 - 60-69 points 3 - 70-79 points 4 - 80-89 points 5 - 90 or more points



examination and measurement

## General Competencies

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

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

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

## Screening of student's work

2 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

0.5 ECTS Usmeni ispit [EN]

0.5 ECTS Praktični rad [EN]

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4 ECTS

## Forms of Teaching

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

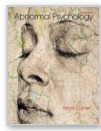
## Week by Week Schedule

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

## Literature



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

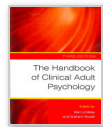


Comer, R.J. (2015). *Abnormal Psychology*, Worth Publishers; 9 edition



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

## Additional Literature



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

## Similar Courses

» Abnormal psychology and mental health, Oxford



# Clinical Psychology Reports/Clinical Report Writing

53846

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Psychology

## General Competencies

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

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

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

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

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

0.5 ECTS Pismeni ispit [EN]

1.5 ECTS Seminarski rad [EN]

3 ECTS

## Forms of Teaching

» Seminar

» Seminars will be held once a week for two hours, accompanied by numerous practical examples and clinical case scenarios

» Vježbe u praktikumu

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

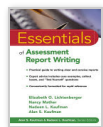
Attendance - exercises, active participation, individual writing task - finding. Final score is derived from data on exercise attendance and accomplishment of particular tasks - students need to write five independent findings graded with any of the passing grades. A large part of practical training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

- » Students will have the opportunity to talk to the patients at the Clinics, to conduct an interview, to get the test results and to independently produce the clinical report

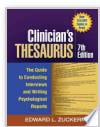
## Week by Week Schedule

1. Clinical report as the ultimate outcome of quantitative and qualitative analysis of the results of the clinical evaluation.
2. Formal structure of clinical written report.
3. Content of a clinical written report.
4. Basic elements of clinical written report.
5. Specifics of a clinical written report according to its goal and purpose of the clinical assessment.
6. Specifics of case study presentation.
7. Case study presentation - examples.
8. Specificity of children's and adolescences' psychological assessment and report writing
9. Specificity of writing report depending on the experts it is intended for.
10. Neuropsychological assessment and writing report.
11. Written report of psychological assessment - examples.
12. Written report of psychological assessment - a case study presentation and writing report - exercise.
13. Neuropsychological report writing - a case study presentation and writing report - exercises.
14. Selection of relevant information from clinical interviews, medical history and heteroanamnestic information, medical records and observations of the behavior of the client and the results of psycho-diagnostic treatment.
15. Final considerations - most frequent difficulties in practice.

## Literature

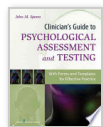


Lichtenberger, E.O., Mather, N., Kaufman, N.L., Kaufman, A.S. (2004). *Essentials of Assessment Report Writing*, Wiley and Sons, Inc.



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

## Additional Literature



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

## Similar Courses

- » Advanced Psychological Assessment and Reporting, Oxford

# Coatian Diaspora and Public Action

226937

## Course Description

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

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

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Seminarski rad [EN]

2 ECTS

## Week by Week Schedule

1. The term 'public' - theories relating to the concept of 'public', public space, public opinion and the public world - general and emigrant distinction
2. Concept and models of public action in general and in the Croatian diaspora
3. Public activity in the diaspora and public activity of emigrants
4. Memory, memory preservation and the action of the migrant population

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours  
15  
15

## Grading

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

5. Culture, politics and media as an exclusive area of public emigrant activity
6. The role of the Church in preserving identity and encouraging emigrant activities
7. Interculturality and multiculturalism in the area of public emigration activities
8. Politics and the public through emigrant patterns
9. Distinguished emigrant public employees
10. Ethics, responsibility and public activity of the Croatian migrant community
11. Language of emigrant communities - examples from the Croatian diaspora
12. The role of the Croatian state in the preservation of emigrant communities
13. The role of public activities of different institutions in the development of the Croatian national identity
14. Older and younger generations - different approaches to public action
15. Concluding lecture - joint discussion

## Literature



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



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

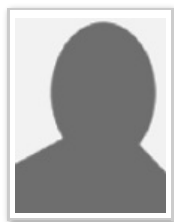


Haramija, P.; Jurković Majić, O. (2015). *Percepcija Hrvatske u svijetu – uloga iseljništva u brendiranju Hrvatske*, Hrvatska izvan domovine. Zbornik radova. Zagreb: Golden marketing-Tehnička knjiga

# Cognitive Psychology

57110

## Lecturer



doc. dr. sc.  
Vanja Kopilaš

## Course Description

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

## Learning Outcomes

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

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

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours 30  
15

Teaching Assistant  
Dora Korač, mag. psych.

## Grading

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



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

## Study Programme Learning Outcomes

### Psychology

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

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

## General Competencies

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

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

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

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

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

## Screening of student's work

0.5 ECTS Pohadanje nastave [EN]

1.5 ECTS Kolokviji [EN]

0.5 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

0.5 ECTS Quiz tests

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4 ECTS

## Forms of Teaching

» Predavanja

» Two hours per Week

» Seminar

» One hour per week

## Week by Week Schedule

1. Introductory lecture: Course syllabus; Definition and focus of cognitive psychology; Historical development of cognitive psychology
2. Paradigms, research approaches and methods: Information processing - fundamental paradigm in theories and research of cognition; Research approaches and methods of cognitive psychology.
3. Attention: Definition (construct and neurological ) and the role of attention in human cognition; Contemporary models and attention types; Measuring different aspects of attention
4. Working memory: Construct and neurological determination and the role of working memory in human cognition; Contemporary models of working memory and the relation with other cognitive subsystems; Measuring different aspects of working memory.

5. Memory structures and knowledge structures: Construct and neurological definition of memory; Types and structures of long-term memory; Organization of declarative and non-declarative knowledge
6. Mental representations: Visual representations, propositions and mental models: theory, phenomenon and research findings; Spatial cognition and cognitive maps
7. Language: The components and features of language; The processes of language comprehension
8. Problem solving: definition and steps; Good and bad structured problems; Factors which facilitate and hinder problems solving.
9. Decision making: Decision making: definitions, models; Research findings and phenomena in decision making; Heuristics
10. Deductive and inductive reasoning: Deductive and inductive reasoning: definition and classification; Deductive conditional and syllogistic reasoning: logical basis and psychological phenomena; Inductive causal and categorical conclusion: logical basis and psychological phenomena.
11. Contemporary cognitive models of intelligence: Models from information processing approach to intelligence; Neural-based models of intelligence
12. Artificial intelligence and expertise: Artificial Intelligence - definitions and approaches; Expertise (definition, properties and relationships with problem solving)
13. Cognitive development: Definitions and approaches to cognitive development; Limitations of Piaget's theory and the development of neo- Piaget great theories of cognitive development; Overview of contemporary theoretical models of cognitive development.
14. Additional areas of cognitive psychology: Consciousness; Cognitive approaches to creativity.
15. Test.

## Literature



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



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

# Concepts and Theories of Media Effects

187977

## Lecturer



Vanesa Varga,  
doc. dr. sc.

## Course Description

The aim of the course is to familiarize the students with the long history of the idea of the media influence, as well as with the theoretical perspectives of the scientific research on the impact of the media. Furthermore, to contribute to fundamental knowledge on the effects of the media on the society and individuals through analysis of theoretical approaches and schools, as well as insight into the underlying trends and theories.

## Learning Outcomes

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

1. Use key scientific terminology for the study of the influence of the media.
2. Explain the complexity of the phenomenon of media influence.
3. Identify key patterns of media activity and media content.
4. Use the principles of methodological approach in empirical research of the impact of the media.
5. Explain the historical development of the empirical research of media effects.
6. Identify a power of different media contents and the power of possible impact to the individual as well as to the sociate.
7. Identify and explain concepts like media agenda, spiral of silence, frame.
8. Use the key scientific terminology in the teory of mediy effect.

## Study Programme Learning Outcomes

### Communication Studies

Argumentatively and rationally defend one's professional views and understandings

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

Demonstrate responsibility, ethics, autonomy and initiative in professional work

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

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

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

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours 15

15

## Grading

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



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

Recognize the needs and readiness for lifelong professional development

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

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

Show the application of theoretical knowledge of communication studies

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

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

Develop oral and written communication skills

Develop competences in professional and interdisciplinary teamwork

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

## General Competencies

Apply, classify and distinguish the professional terminology in various fields of communicology; Identify, distinguish, evaluate and critically assess media effects and their impact on the media audiences and society as a whole; Identify, evaluate and use a variety of scientific-research methods in the social sciences, which are applied in the field of communicology; Conceptually clearly present different information and perspectives, and critically assess the credibility of statements, assumptions and arguments mediated through a variety of media.

## Screening of student's work

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

## Forms of Teaching

» Predavanja  
     » YES

» Seminar  
     » YES

## Week by Week Schedule

1. Media influences, definitions and conceptualization. (Handbook, page 13)
2. The history of the phenomenon of media influence. (Handbook 9-13, McQuail, 328 -333)
3. Factors that determine media influence, individual responses to the media. Media literacy. (Potter, 129)
4. The media industry and media influence (Frankfurt School). (Kellner)
5. Technological determinism and media influence (Marshall McLuhan).
6. Cultivation analysis of media influence (George Gerbner). (Notebook)
7. Political impact of media, framing and agenda setting.

8. Influence of media on the socialization of the spiral of silence. (Kunczik)
9. Typology of media influence, levels and types (McQuail, 335, Typology). Potter, 147
10. Uses and gratification approach (Notebook 147)
11. Intentional and unintentional influence. Short-term and long-term effects of the media.
12. Types of influence - cognitive influence, influence on attitudes, emotional influence, physiological influence, influence on behavior. (Potter)
13. Violence in the media and hypotheses about the impact of violence. (Potter, 455, Zgrabljic)
14. Advertising and advertising impact. (Potter, 340)
15. Impacts of media presentation of physical appearance. (Kuhar, MI)

## Literature



Kunczik, M. i Zipfel, A. (2006). *Uvod u znanost o medijima i komunikologiju*, str. 156-240., Friedrich Ebert Stiftung



Potter, J. (2011). *Medijska pismenost*, str.123-167., Clio, Beograd



Kuhar, M. (2005). *Medijske prezentacije tjelesnog izgleda i samopredodžba mladih*, Medijska istraživanja, god.II, br.I., 97-113.



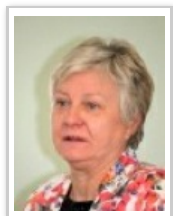
McQuail, D *Mass Communication Theory. An Introduction*, str. 325-372., 1994

# Contemporary Croatian Literature produced outside Croatia

227876



## Lecturer



prof. dr. sc.  
Sanja Vulić  
Vranković

## Associate Lecturer



Milan Bošnjak,  
dr. sc.

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

Vertical navigation buttons: COM, CRO, CRO, CRO, CRO, CRO, CRO-S, DEM, HIS, HIS, PHI, PSY, SCI, SCI, SOC, SOC, TEA

## Course Description

### Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

# Contemporary International Migration

239762

## Lecturer



izv. prof. dr. sc.  
Tado Jurić

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours 15

15

Teaching Assistant  
dr. sc. Monika Balija

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

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

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

Develop a scientifically independent opinion on demographic and emigrant issues

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

Interpret data on Croatian and global population and emigration

Dual-major studies

### Screening of student's work

- o ECTS Pohađanje nastave [EN]
- o.5 ECTS Kolokviji [EN]
- o.5 ECTS Pismeni ispit [EN]
- o.5 ECTS Istraživanje [EN]
- o.5 ECTS Seminarski rad [EN]

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- 2 ECTS

### Week by Week Schedule

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

### Literature



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



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



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



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



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

# Contemporary philosophy

214821

## Lecturer



izv. prof. dr. sc.  
Sandro Skansi

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours  
30  
30

## Grading

Students will attend an oral exam

## Course Description

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Formulate different arguments, possible contradictions and construct counterexamples

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

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

Explain the specifics of contemporary philosophical disciplines and their development

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

3 ECTS Usmeni ispit [EN]

4 ECTS

## Week by Week Schedule

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

## Literature



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

## Similar Courses

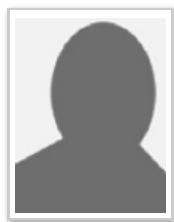
- » Contemporary Philosophy, Oxford

# Contemporary Psychological Research in Croatia

188039



## Lecturer



doc. dr. sc.  
Jelena Maričić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

30

## Grading

Written exam - 100%

## Course Description

The main objective of the course is to acquaint students with contemporary research projects in various fields of psychology conducted in Croatia, considering the framework of international European or world projects, as well as the application of the results in the practical work of psychologists. It will provide an overview of contemporary research topics and methodological approaches to research problems, and application of the results in the daily work of psychologists in various fields of expertise in Croatia. Research findings in some of the most prevalent branches of psychology (e.g. organizational, educational, social, clinical psychology, etc.) will be presented and provide evidence-based competencies for critically analyzing major findings and their application in the psychology profession. This scientifically and professionally based course is aimed at improving the competitiveness of future psychologists in the labor market, increasing and directing students' interests towards the well-being of Croatian citizens and society, and developing the identity of the psychologists' profession in relation to the specificities of the Croatian contemporary social environment as a foundation of European and global scientific and professional networking.

## Learning Outcomes

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

1. Explain outcomes and consequences of person's professional work
2. Explain and evaluate different contemporary research approaches to psychological phenomena in various area of psychology
3. Compare and analyze results of Croatian and international research in different field of psychology

## Study Programme Learning Outcomes

Psychology

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 3 ECTS

## Forms of Teaching

» Predavanja



## Week by Week Schedule

1. Introduction
2. Quality of life of Croatian veterans and their families - a qualitative approach
3. Autism spectrum disorders and dogs helpers
4. Preventing response distortion in personality questionnaires
5. Average and non-average performance indicators on the perceptual speed test and their developmental differences
6. Protecting children in sport - research results and their application in practice
7. Generalization of exposure therapy
8. Undesirable organizational behavior in Croatia
9. Quality of life of women with breast cancer
10. A qualitative approach to mental health perception
11. Psychosocial aspects of in vitro fertilization methods
12. School readiness and early school adjustment
13. Lecture about topic of special interest
14. Lecture about topic of special interest
15. Conclusion

## Literature



*Prezentacije s predavanja*

## Similar Courses

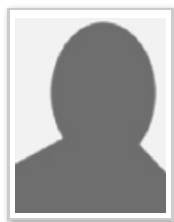
- » Grupni procesi i utjecaji, Oxford

# Contemporary social theory

211167



## Lecturer



doc. dr. sc.  
Erik Brezovec

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

15

-



## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Sociology

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

## Screening of student's work

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


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 4 ECTS

## Week by Week Schedule

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

## Literature



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



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



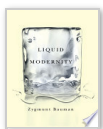
Nicos Mouzelis (2003). *Sociological Theory: What went Wrong?*, Routledge



Ulrich Beck (2015). *Rizično društvo*



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



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

## Similar Courses

» -, Oxford

# Contemporary Sociological Theories

53911

## Lecturer



doc. dr. sc.  
Erik Brezovec

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours  
30  
30

## Grading

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

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

### Sociology

- Analyze the social effects of certain globalization processes
- Evaluate social impact of social changes in society
- Implement an appropriate method to research social phenomena
- Explain the role of sociology in society
- Describe the elements of social dynamics
- Recognize the generators of conflicts in contemporary society
- Recognize the elements of cultural/collective memory
- Apply knowledge of sociological theories in managing conflict situations
- Interpret certain social processes using knowledge of sociological theories

- Discuss about current geopolitical issues
- Understand the social mechanisms of interaction
- Compare different theoretical traditions in sociology

## General Competencies

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

## Screening of student's work

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

## Forms of Teaching

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

## Week by Week Schedule

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

## Literature



Baudrillard, Jean (2001). *Simulacija i zbilja*, Zagreb: Naklada Jesenski i Turk : Hrvatsko sociološko društvo



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



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



Collins, Randall (2004). *Interaction Ritual Chains.*, Princeton: Princeton University Press



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

### Additional Literature



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



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



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



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



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

### Similar Courses

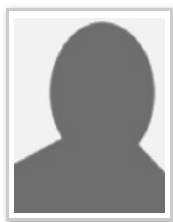
» ---, Oxford

# Corporate Communications

125909



## Lecturer



Zdeslav Milas,  
v. pred. mr. sc.

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours  
15  
15

Teaching Assistant  
Vladimir Preselj, pred.

Grading  
50% project, 50% colloquium /  
exam.

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Communication Studies

## General Competencies

Apply knowledge of the basic concepts of public relations, primarily related to corporate communications and public relations. Define, explain and critically analyze the characteristics of public relations, primarily in the corporate sector. Apply skills and techniques of public relations. Effective self-fulfilling work tasks.

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 2 ECTS Kolokviji [EN]
- 1 ECTS Projekt [EN]
- 4 ECTS

## Week by Week Schedule

1. Corporate Communications: concept, definition, meaning

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

## Literature



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



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

## Additional Literature



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



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



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



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



# Corporate Demographics

238016



## Lecturer



prof. dr. sc.  
Anđelko Akrap

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

Use statistical, quantitative, graphic and geographic software packages

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

Interpret data on Croatian and global population and emigration

### Dual-major studies

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Projekt [EN]
- 1 ECTS Praktični rad [EN]
- 3 ECTS

## Week by Week Schedule

- I. Introductory lecture

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

30

15

Teaching Assistant  
dr. sc. Karlo Lugomer

## Grading

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

COM

CRO

CRO

CRO

CRO

CRO-

DEM

HIS

HIS

PHI

PSY

SCI

SCI

SOC

SOC

TEA

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

## Literature

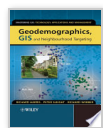


Mark Birkin, Graham Clarke, Martin P. Clarke (2002). *Retail Geography and Intelligent Network Planning*, John Wiley & Sons



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

## Additional Literature



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

# Corporate Social Responsibility

211184



## Lecturer



doc. dr. sc.  
Ivan Perkov

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

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

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Sociology

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

Sociology

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

## Forms of Teaching

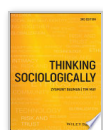
- » Predavanja
  - » Frontal
- » Seminar
  - » Discussion

## Week by Week Schedule

1. Introduction lecture

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

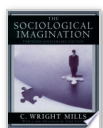
## Literature



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



Bernard Burnes (2004). *Managing Change*, Pearson Education



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

## Similar Courses

» -, Oxford

# Correlation Practicum in the Methodology of Teaching 201262

## Lecturers



doc. dr. sc.  
Marjan Ninčević



doc. dr. sc.  
Sandra Car

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

### Croatian Latinity

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

### Generic competencies

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

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

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

### Dual-major studies

### Philosophy

### Croatian Latinity

### Croatology

Interpret and critically judge literary text

ECTS Credits 6.0

English Level Lo

E-learning Level L1

Study Hours  
15  
30

Teaching Assistant  
Martina Horvat, mag. paed.

## Grading

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



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

Describe and classify a word formation

Croatology

History

History

Psychology

Sociology

Recognize the elements of cultural/collective memory

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

Apply knowledge of sociological theories in managing conflict situations

Sociology

Recognize the elements of cultural/collective memory

Apply knowledge of sociological theories in managing conflict situations

### Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Seminarski rad [EN]

2 ECTS Praktični rad [EN]

2 ECTS Ostalo i. (upisati) [EN]

6 ECTS

### Week by Week Schedule

1. Since this is a Correlation exercise in the subject teaching methodology, the lectures are kept to a minimum and refer only to the professor's brief instructions and comments and / or suggestions on the correlated teaching lessons on the subject, students' written lessons and the analysis of the hospitals held in schools.
2. Writing prepares and maintains two correlative teaching hours with topics of choice, but in accordance with the Curriculum of the chosen subject and the National Framework Curriculum. Namely, in this subject students of different study groups (history, philosophy, psychology, croatology, sociology, Latin language and literature...) are mixed with the aim of better and more successful realization of correlative lessons.
3. Students will be reminded of the importance of homeroom class lessons as a form of work that should aim to get to know students, their needs and problems, to get closer to students, and to provide a more complete educational work. Students are expected to create and present a Classroom Class Plan and Program
4. Students are expected to create and present a Homeroom Class Plan and Program
5. Elaborating the importance and necessity of family-school cooperation, or holding quality parenting meetings, with an emphasis on the need to encourage parents to be active participants rather than passive listeners when it comes to their children's upbringing and education.
6. Performing teaching praxis for students in primary or secondary schools (vocational and high schools). Teaching praxis is provided in such a way that the student is obliged to listen for 2 hours and to work 5 lessons.
7. Correlation exercises/practicum - maintaining correlation in teaching and learning process

8. Correlation exercises/practicum - maintaining correlation in teaching and learning process
9. Correlation exercises/practicum - maintaining correlation in teaching and learning process
10. Correlation exercises/practicum - maintaining correlation in teaching and learning process
11. Correlation exercises/practicum - maintaining correlation in teaching and learning process
12. Correlation exercises/practicum - maintaining correlation in teaching and learning process
13. Correlation exercises/practicum - maintaining correlation in teaching and learning process
14. Correlation exercises/practicum - maintaining correlation in teaching and learning process
15. Correlation exercises/practicum - maintaining correlation in teaching and learning process

### Literature



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



*Ispitni katalog za državnu  
maturu*



*Katalog odobrenih udžbenika za  
sljedeću školsku godinu*

### Similar Courses

» Ne postoji, Oxford

# Criminology of Bullying

214081

## Lecturer



izv. prof. dr. sc.  
Irena Cajner  
Mraović

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

### Sociology

- Recognize the generators of conflicts in contemporary society
- Apply knowledge of sociological theories in managing conflict situations
- Evaluate appropriate ways of intervention of a certain social issue

## Screening of student's work

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

## Forms of Teaching

- » Predavanja
  - » Processing of teaching material
- » Seminar
  - » Students read in advance the default text and continue the process of

ECTS Credits 3.0

English Level L3

E-learning Level L1

Study Hours  
15  
15

### Grading

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



learning in the class on the basis of discussion about this and other group activities.

## Week by Week Schedule

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

## Literature



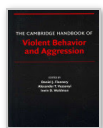
Singer, M., Kovčo Vukadin, I., Cajner Mraović, I. (2002). *Kriminologija*, Nakladni zavod Globus



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



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



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



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

## Additional Literature



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

## Similar Courses

- » Violence - A Multidisciplinary Inquiry, Oxford

# Critical Thought in Sociology

211198

## Lecturer



prof. dr. sc.  
Renato Matic

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Sociology

Interpret certain social processes using knowledge of sociological theories

Compare different theoretical traditions in sociology

Sociology

Interpret certain social processes using knowledge of sociological theories

Compare different theoretical traditions in sociology

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours  
30  
15

## Grading

Attending classes and active participation brings 20% of the final grade. Individual oral presentations of assigned seminar topics and a written term paper carry 20% of the final grade. Final oral exam carries a maximum of 60% (excellent).



## General Competencies

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

## Forms of Teaching

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

## Week by Week Schedule

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

## Literature



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



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



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

# Croatian Catholic Missions

238017



## Lecturer



doc. dr. sc.  
Wolly Krašić

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours  
15  
15

## Grading

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

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

## Screening of student's work

- 1 ECTS Seminarski rad [EN]  
1 ECTS Usmeni ispit [EN]  
2 ECTS

## Week by Week Schedule

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

## Literature



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



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



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

## Additional Literature



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



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

# Croatian Children's Literature

201791

## Lecturer



prof. dr. sc.  
Dubravka Zima

## Course Description

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

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

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

Croatology

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

ECTS Credits 3.0

English Level L1

E-learning Level L2 (15%)

Study Hours  
15  
15

## Grading

Regular attendance at classes.

Independent reading of prescribed reading. Active teaching in the processing of prescribed reading.

Independent production of colloquium essays. E-learning: short weekly assignments in an e-course.



## Week by Week Schedule

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Seminar: Analysis of e-learning results.

## Literature



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



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



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

## Similar Courses

- » Hrvatski književnici europskih i svjetskih referencija, Oxford

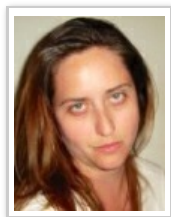


# Croatian Cultural History

202690



## Lecturer



doc. dr. sc.  
Eva Katarina  
Glazer

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

History

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

Use methods of explanation and interpretation of historical

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

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

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

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

History

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours 30

## Grading

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

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## General Competencies

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

## Screening of student's work

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

## Forms of Teaching

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

## Week by Week Schedule

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

## Literature



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



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



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



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

## Additional Literature



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

## Similar Courses

» European Cultural History. An Introduction, Oxford

# Croatian Cultural Tourism

213951

## Lecturer



prof. dr. sc.  
Vanda Babić Galić

## Course Description

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

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

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

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

## Grading

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



## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

## Week by Week Schedule

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

## Literature



Ivan Blažević, Zlatko  
Pepeonik (1996). *Turistička  
geografija*



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



Radovan Ivančević (1993).  
*Umetničko blago Hrvatske*



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



Zvane Črnja (1964). *Kulturna  
historija Hrvatske*



Branko Fučić (1982).  
*Glagoljski natpisi*

# Croatian emigrant media

214020

## Course Description

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

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

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

## Learning Outcomes

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

1. Explain why newspapers are an important medium for communities in the diaspora and how newspapers and public media activities can influence the social, economic and political inclusion of emigrants in the development concept of Croatia.
2. Reproduce the meaning of different genres within the press and public activities in the diaspora and their role in preserving the Croatian emigrant identity.
3. Recognize the importance of Croatian radio and television programs in the diaspora.
4. Recognize and accept as a new wealth the diversity of the media, portals, etc. of the Croatian emigrants and minority communities.
5. Analyze the advantages and disadvantages of the classical way of reporting and new technologies and media.
6. Reproduce basic cognitive, critical and analytical competencies related to classifications, typification, analysis, prediction and evaluation of the content of individual media and other patterns of public action in the diaspora.
7. Compare the basic differences between the press and other forms of public action on individual continents, as an additional emigrant wealth.
8. Recognize the basic differences between the press and other forms of public action in minority communities compared to those of emigrants.

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

Croatology

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours 15

15



## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Istraživanje [EN]
- 1 ECTS Seminarski rad [EN]

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- 3 ECTS

## Week by Week Schedule

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

## Literature



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



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



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



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

# Croatian Emigration and the Homeland War

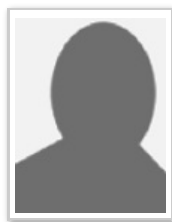
238018



## Lecturers



doc. dr. sc.  
Wolly Krašić



Marinko Lozančić,  
pred. dr. sc.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

15

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Istraživanje [EN]

1 ECTS Seminarski rad [EN]

3 ECTS



## Week by Week Schedule

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

## Literature



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



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



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



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

# Croatian-Hungarian permeations in the XIX. Century 203992

## Course Description

Students will gain insight into the essential features and basic problems of the Croat-Hungarian networks in the “long” 19th century (1790-1918) from the point of view of pluralism of mutual relations and parallelism of mutual conditions in key emergent dimensions that in the epoch of dynamic history of modernization and national-integration processes significantly influenced the historical fate of Croats, Hungarians and other peoples of the Lands of the Hungarian Crown in Central European environment. Croats and Hungarians lived for 816 years (1102-1918) in the same state formation, both within the Hungarian-Croatian kingdom and within the Habsburg Monarchy and Austria-Hungary, sharing during that very long period all the benefits and tribulations of a common history. Particularly great changes in this regard are noticeable, ranging from the transformation of the personal into a real union at the end of the 18th century until the end of World War I and the breaking of historical ties in changed geopolitical circumstances, since it was at that time that abounded with temptations that most influenced the recognizable convergence and divergence on both sides of the Drava River. Croats and Hungarians, recognized in different ways to one another, even brothers in arms under conditions of common defence against the Ottoman spread in the Early Modern Period, began to diverge from the end of the 18th century, largely because of conflicting conceptions of their own emancipation in the conditions of the creation of modern society and the shaping of modern nations. They even made war with each other in 1848/1849, when the Croatian viceroy Jelacic led an army against the Hungarian government that did not respect the centuries-old Croatian peculiarity, and various misunderstandings came to light, despite the Croat-Hungarian Compromise of 1868, decades later. Having stabilized during the 20th century in patterns of neighbourly complementarity, relations between Croats and Hungarians today are friendly, and the former confrontations are a distant past. This is almost paradigmatic example of the stratification and variability in relations between two nations, depending on the continuities and changes in each period and appropriate historical context.

## Learning Outcomes

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

1. Compare the Age of Reform in Hungary and the Croatian National Revival
2. Evaluate the Croatian-Hungarian War of 1848/1849. in the context of the Habsburg Monarchy
3. Analyze the Croatian-Hungarian Compromise in a comparative perspective
4. Define the autocratic face and developmental reverse of Khuen's rule at the end of XIX. century
5. Show basic knowledge of regional aspects and minority communities
6. Describe the crisis of dualism, the "new course" and the break up of 1918

## Study Programme Learning Outcomes

Dual-major studies

History

History

ECTS Credits 3.0

English Level L3

E-learning Level L1 (5%)

Study Hours 30

### Grading

The assessment will take into account class attendance, individual activity in classes and workshops, and the result of the colloquium.



## Screening of student's work

0.5 ECTS	Pohađanje nastave [EN]
1 ECTS	Kolokviji [EN]
0.5 ECTS	Referat [EN]
1 ECTS	Usmeni ispit [EN]
<hr/>	
3 ECTS	

## Week by Week Schedule

1. Introduction. Basic terms. Historical overview. A review of sources and literature
2. Pragmatic sanction. Croatian and Hungarian Diet 1790/1791 Real Union
3. The Reform Age in Hungary and the Croatian National Revival: Comparisons
4. The laws of the Hungarian Parliament and the conclusions of the Croatian Parliament in 1848
5. The Croatian-Hungarian War of 1848/1849. and leveling up during a new absolutism
6. Croatian and Hungarian Parliament 1861. Political parties and their views. The phenomenon of unionism
7. Croatian-Hungarian Compromise: Genesis, Homework, Meaning
8. Colloquium
9. The Croatian-Hungarian Compromise: Differences in the Croatian and Hungarian Texts
10. Georg Jellinek and Josip Pliverić on the Legal Nature of the Croatian-Hungarian "State Union"
11. The question of Rijeka. Dalmatia, the Military Frontier and Medimurje. View of Bosnia and Herzegovina
12. People's movements of 1883 and 1903 in Croatia. Croats in Hungary and Hungarians in Slavonia
13. The Khuen Age: Developmental Controversies and the Problem of Hungarianization
14. Zagreb at the time of the Hungarian millennium in the Hungarian Crown lands
15. The Crisis of Dualism, the "New Course," and the Breaking of 1918. Epilogue

## Literature



Milan Kruhek (2004).  
*Hrvatsko-Mađarski odnosi  
1102.-1918*, Hrvatski institut  
za povijest



Dinko Šokčević (2006).  
*Hrvati u očima Mađara,  
Mađari u očima Hrvata*, P.I.P  
Pavičić

## Similar Courses

- » Power, Poverty and Pestilence. Exploring the Victorian Age, Oxford

# Croatian Language Policy

226960



## Course Description

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

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

Teaching activity and knowledge of literature are assessed.

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Communication Studies

Croatology

Define linguistic policies in relation to Croatian language

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

Croatology

## Forms of Teaching

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

## Week by Week Schedule

1. Introduction: Croatian language as an object of implicit and explicit language policies between affirmation and negation; Theoretical aspects: terms (separate) language - literary and standard language - dialect - dialect - speech. Linguistic typologies and the place of Croatian in them

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

## Literature



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



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



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



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

## Similar Courses

- » Hrvatska jezikoslovna normativistika, Oxford

# Croatian Language Teaching in the Diaspora

177713

## Lecturer



prof. dr. sc.  
Sanja Vulić  
Vranković

ECTS Credits 3.0

English Level L1

E-learning Level L1 (1%)

Study Hours 30

## Grading

Preparation of teaching practice  
and its implementation.

## Course Description

## Learning Outcomes

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

1. Explain relevant facts from Croatian linguistic and literary history
2. Analyze knowledge about Croatian culture, identity, language and literature in primary and secondary education
3. Apply acquired knowledge in new or unfamiliar situations

## Study Programme Learning Outcomes

Dual-major studies

Croatology

Single out the characteristics of Croatian culture in the diaspora

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

Croatology

## Screening of student's work

3 ECTS Praktični rad [EN]

3 ECTS

## Week by Week Schedule

1. Basic information about the community and the school in the diaspora where students will be teaching.
2. Writing a syllabus for practicing Croatian vocabulary with students.
3. Selection of texts for teaching practice.
4. Selection of papers for teaching practice.
5. Selection of texts for teaching practice.
6. Selection of sentences for teaching practice.
7. Writing a knowledge quiz.
8. Selection of poems for teaching practice.
9. Selection of texts for teaching practice.
10. Teaching practice.

11. Teaching practice.
12. Teaching practice.
13. Teaching practice.
14. Teaching practice.
15. Teaching practice.

## Literature



Jelaska, Z. (2005). *Hrvatski kao drugi i strani jezik*, Zagreb: Hrvatska sveučilišna naklada



Čilaš Mikulić, M.; Gulešić Machata, M.; Udier, S. L. (2015). *Razgovarajte s nama! Udžbenik hrvatskog jezika za niži srednji stupanj*, Zagreb: Croaticum – Centar za hrvatski kao drugi i strani jezik



Čilaš Mikulić, M.; Gulešić Machata, M.; Udier, S. L. (2016). *Razgovarajte s nama! Udžbenik hrvatskog jezika za više početnike*, Zagreb: Croaticum – Centar za hrvatski kao drugi i strani jezik

## Similar Courses

- » Metodika nastave Hrvatskoga jezika, Oxford

# Croatian Latinists in the Literary Republic

200539

## Lecturer



izv. prof. dr. sc.  
Maja Matasović

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Croatian Latinity

Dual-major studies

Croatian Latinity

Communication Studies

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

ECTS Credits 3.0

English Level L1

E-learning Level L1  
(4%)

Study Hours 15  
15

## Grading

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





## Screening of student's work

- 0.5 ECTS Pohađanje nastave [EN]  
 1 ECTS Referat [EN]  
 1 ECTS Seminarski rad [EN]  
 0.5 ECTS Usmeni ispit [EN]  
 3 ECTS

## Week by Week Schedule

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

## Literature



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



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



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



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



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

### Additional Literature



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



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



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

### Similar Courses

» New Worlds, Ancient Texts, Oxford

# Croatian Latinity Genres

200535

## Lecturer



prof. dr. sc.  
Šime Demo

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

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

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

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

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

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

Interpret, evaluate, comment, translate and prepare works and/or writings from the Croatian cultural heritage for print, especially Latin ones, in accordance with contemporary philological customs and requirements

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

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours  
30  
30

## Grading

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

## Screening of student's work

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

## Week by Week Schedule

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

## Literature



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



*Izbor iz djela hrvatskih latinista - Skripta*



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



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



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

## Similar Courses

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

# Croatian lexicography

201792

## Lecturer



prof. dr. sc.  
Ivana Franić

ECTS Credits	3.0
English Level	L1
E-learning Level	L1 (5%)
Study Hours	15
	15

## Course Description

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

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

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Croatology

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

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

Describe and classify a word formation

Apply different theoretical approaches in linguistics

Croatology

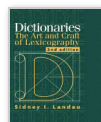
## Screening of student's work

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

## Week by Week Schedule

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

## Literature



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



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



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

## Similar Courses

- » Leksikologija i leksikografija hrvatskoga jezika, Oxford

# Croatian Linguistic Prescription

201776

## Lecturer



prof. dr. sc.  
Mario Grčević

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 15

15

## Grading

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

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Croatology

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

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

Croatology

## General Competencies

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

## Screening of student's work

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

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- 3 ECTS

## Forms of Teaching

- » Predavanja
- » Seminar

## Week by Week Schedule

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

## Literature



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



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



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



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





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

## Similar Courses

» Leksikologija i leksikografija hrvatskoga jezika, Oxford

# Croatian Military History and Homeland War

202851

## Lecturer



doc. dr. sc.  
Mijo Beljo

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

Regular class attendance 20%

Written exam 80%

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

History

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

Use methods of explanation and interpretation of historical processes

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

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

Apply established historical terminology and nomenclature

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

3 ECTS Pismeni ispit [EN]

4 ECTS

## Week by Week Schedule

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

## Literature



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

## Additional Literature



Ivica Lučić (2013). *Uzroci  
rata*



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

## Similar Courses

- » Moderna i suvremena povijest Bosne i Hercegovine, Oxford

# Croatian Philosophical Heritage in the European Context

214813



## Lecturer



doc. dr. sc.  
Željka Metesi  
Deronjić

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

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

Explain and evaluate different theoretical, methodological and practical concepts

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

Promote fundamental ideas and principles of modern democratic societies

Develop and evaluate one's own work and progress in learning, understanding and explaining various philosophical problems

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Grading

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

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Usmeni ispit [EN]

3 ECTS

## Forms of Teaching

» Predavanja

## Week by Week Schedule

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

## Literature



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



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



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

## Additional Literature



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



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

# Croatian Political History

202693

## Lecturer



prof. dr. sc.  
Stjepan Ćosić

## Course Description

The aim of the course is to familiarize students with the main characteristics and guidelines within the Croatian political history and beyond in the 19th and early 20th century. The backbone of the course is to explain how the turbulent events such as annexations, wars and political movements have changed the policy and how each individual political community reacted to these changes and to identify how these changes have caused the emergence of dictatorship in political communities across Europe.

## Learning Outcomes

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

1. Show the underlying data of the Croatian political history of space and environment in the 19 and early 20th century.
2. Analyze trends and guidelines of Croatian politics during the period.
3. Compare Croatian politics of the 19th/20th. century in a European context.
4. Explain the differences in the perception of policy among the different social classes and their politics.
5. Describe the political systems that have shaped the Croatian and European political action.

## Study Programme Learning Outcomes

Dual-major studies

History

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

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

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

History

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours 30

### Grading

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



## General Competencies

After finishing the programme student will be able to:

1. explain cause and effect relations of historical events and processes,
2. construct a historical context,
3. defend his/her own opinion in discussions on different historical events and processes,
4. combine a different historical processes,
5. Appraise the value of historiographic interpretations.

## Forms of Teaching

- » Predavanja
- » Lectures

## Week by Week Schedule

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

## Literature



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



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



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



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



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

## Similar Courses

- » -, Oxford

# Croatian Political History from 1990 to 1995

239960

## Lecturer



doc. dr. sc.  
Mijo Beljo

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Grading

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

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

History

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

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

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

History

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

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





## Screening of student's work

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

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- 3 ECTS

## Week by Week Schedule

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

## Literature



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



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

## Similar Courses

- » Moderna i suvremena povijest Bosne i Hercegovine, Oxford

# Croatian Press in the Diaspora

201855

## Lecturer



prof. dr. sc.  
Sanja Vulić  
Vranković

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Communication Studies

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]  
2 ECTS Seminarski rad [EN]  

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3 ECTS

## Week by Week Schedule

1. Basic concepts: the Diaspora, autochthonous communities (migration, autonomous, emigration), basic groups
2. Historical overview
3. Division of the Croatian press in the Diaspora according to the content and purpose
4. General press in the autochthonous Croatian communities in the Diaspora
5. General press in the Croatian diaspora
6. Religious press in the autochthonous Croatian communities in the Diaspora
7. Religious press in the Croatian diaspora
8. Party newsletter

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

## Grading

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

9. Press intended for readers of certain age in the autochthonous Croatian communities in the Diaspora
10. Press intended for readers of certain age in the Croatian diaspora
11. Press of literature and culture
12. Scientific and popular scientific journals
13. Specialized press
14. Common characteristics of the press in the Diaspora as a whole
15. Language of Croatian press in the Diaspora

## Literature



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



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



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

## Similar Courses

- » Kultura Hrvata u dijaspori, Oxford

# Croatian Stage Art

188011



## Lecturer



izv. prof. dr. sc.  
Karolina Vrban  
Zrinski

ECTS Credits 4.0

English Level L1

E-learning Level L1  
(10%)Study Hours 30  
15

## Grading

Class participation,  
independently writing a  
seminar paper and exam.

## Course Description

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

## Learning Outcomes

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

1. Define and adopt professional terms in performing art
2. Recognize important achievements of Croatian performing art
3. Analyze and evaluate different stage performances
4. Sudjelovanje na nastavi 20%; čitanje propisane lektire 20%; samostalno pisanje seminarskoga rada 20%; pismeni ispit/kolokvijski rad 20%; kolokvijski esej 20%.  
to encourage children's stage creativity

## Study Programme Learning Outcomes

Dual-major studies

Communication Studies

Croatology

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

Describe and classify the legacy of other cultures within Croatia

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

Croatology

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Istraživanje [EN]

1 ECTS Seminarski rad [EN]

4 ECTS

## Week by Week Schedule

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

## Literature



Nikola Batušić (1991). *Uvod u teatrologiju*



Branko Gavella (1967). *Glumac i kazalište*



Ante Peterlić (2001). *Osnove teorije filma*



Zajec, T. (2012). *Pravila igre; OD ideje do pravog dramskog teksta, V.B.Z.*

## Similar Courses

» Medijski trening, Oxford

# Croatian state, public and social institutions

211194

## Lecturer



izv. prof. dr. sc.  
Ivan Milotić

## Associate Lecturer



Joško Pavković,  
pred. mr. sc.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

Class attendance seminar paper  
mid term exam Additional  
evaluation of students  
engagement on course -  
presentation, discussion...

## Course Description

The student will gain insight into Croatian state, public and social institutions, learn about their role and especially their mutual relations, hierarchy and protocol issues related to them. Moreover, students learn about the powers and actions of these institutions through which they realize their specific legal-political and social function. In addition to the theoretical explanations, students will have the opportunity to visit relevant institutions that represent the levers of government in the course, in order to be able to see directly and in practice, on a larger scale and at an operational level, the relationship between them, how they function and, finally, what functions they perform. The relationship is analyzed and explained to the student in a particular way

of Croatian state and public institutions to the institutions of the European Union, taking into account their supranational character.

## Learning Outcomes

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

1. Recognize and define the importance of state, political and social institutions as factors that build the Croatian state and nation.
2. Analyze the state, political and social institutions as a kind of identity-forming factors of the Croatian state.
3. Explain the importance of state, political, and social institutions as a means of preserving national identity and statehood.
4. Develop a conversation about the system of state, political and social institutions in the Republic of Croatia.
5. Recognize the basic characteristics, functions and powers of Croatian state and political institutions

6. Evaluate the relationship between the various levers of government, which find their legal-political expression in the relationship between institutions
7. Analyze the system of state administration and regional and local self-government.
8. Explain the relationship of the national legal and political state organs to the organs and institutions of the European Union

## Study Programme Learning Outcomes

Dual-major studies

History

History

Sociology

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

Interpret certain social processes using knowledge of sociological theories

Compare different theoretical traditions in sociology

Sociology

Interpret certain social processes using knowledge of sociological theories

Compare different theoretical traditions in sociology

## Screening of student's work

o ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

o ECTS Praktični rad [EN]

3 ECTS

## Week by Week Schedule

1. Introductory Reflections. The modern state and the nation: elements, origins, subjectivity in international law, Croatia's place in this process
2. Organization of the State Government in the Republic of Croatia (1)
  - The Croatian Parliament (Concept, Role, Structure and Legislative Procedure)
3. Organization of the State Government in the Republic of Croatia (2)
  - President of the Republic of Croatia
  - Croatian Government
4. The judicial power and the judiciary in the Republic of Croatia and the Constitutional Court of the Republic of Croatia.
5. Public institutions
  - State administrative bodies
  - Other state institutions
  - Legal entities with public powers
  - Bodies of local and regional self-government units
6. Croatian public administration
  - Traditional jobs of state administration
  - New jobs
7. Regional and local self-government
8. Profile of politicians and civil servants in public administration
9. First exam
10. Sovereignty in the European Union (with special attention to the Republic of Croatia)

11. Croatian institutions in relation to supranational law and the institutions of the European Union
12. The non-profit sector (associations and foundations)
13. Religious Communities and their Subjectivity in Croatia
14. Charitable and social organizations outside the public sector
15. Second exam

## Literature



Sokol, S., Smerdel, B. (1998). *Ustavno pravo*



Rodin, S. (2018). *Osnove prava EU, 3. izmj. i dop. izd*



*Ustav Republike Hrvatske (Narodne novine, br. 56/90, 135/97, 08/98, 113/00, 124/00, 28/01, 41/01, 55/01, 76/10, 85/10 i 5/14), odabrani dijelovi*



*Zakon o sustavu državne uprave (Nar. nov., br. 66/19), odabrani dijelovi*



*Zakon o lokalnoj i područnoj (regionalnoj) samoupravi (Narodne novine, br. 33/01, 60/01, 129/05, 109/07, 125/08, 36/09, 36/09, 150/11, 144/12, 19/13, 137/15, 123/17, 98/19), odabrani dijelovi*

## Similar Courses

» -, Oxford



# Croatian Woman in Emigration

238015

## Lecturer



doc. dr. sc.  
Wolly Krašić

## Course Description

The objectives of the course are:

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

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

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

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

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

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

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

ECTS Credits 2.0

English Level L1

E-learning Level L1

Study Hours 15

15

Teaching Assistant  
dr. sc. Tamara Bodor

## Grading

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

Dual-major studies

## Screening of student's work

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

2 ECTS

## Week by Week Schedule

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

## Literature



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



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



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



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



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



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

# Croatian Writers of European Reference

201770



## Lecturer



doc. dr. sc.  
Domagoj Brozović

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Describe and classify the legacy of other cultures within Croatia

Recognize and classify Croatian writers of European and world references

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

Croatology

## General Competencies

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

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 15

15

## Grading

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

## Week by Week Schedule

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

## Literature



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



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



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



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



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

## Similar Courses

- » Hrvatski književni kanon, Oxford

# Croats in Australia and New Zealand

253374

## Course Description

## Learning Outcomes

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

1. Compare the theories and models of migration of Croats to Australia and New Zealand
2. Compare the institutional and social way of organizing Croats in Australia and New Zealand
3. Analyze and critically judge key events in the history of the Croatian diaspora
4. Recognize and differentiate facts and key events in the history of the Croatian diaspora
5. Recognize, analyze and compare the practices of preserving the cultural heritage of Croats in Australia and New Zealand
6. Identify, describe and compare the role of the Catholic Church in preserving the national identity of Croats in Australia and New Zealand
7. Recognize and analyze the role of sports in shaping the national identity of the Croatian community in Australia and New Zealand
8. Recognize and analyze the role of young people (descendants of emigrants) in the preservation and further maintenance of national identity in Australia and New Zealand

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

- Discuss ethical and bioethical issues in demographic and emigrant research
- Build the personality of students through the definition of Croatian identity values within the framework of the overall Croatian population
- Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia
- Develop a critical attitude towards statistical data and literature relevant to research on the population and Croatian emigration

Dual-major studies

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 0.5 ECTS Istraživanje [EN]
- 0.5 ECTS Seminarski rad [EN]
- 2 ECTS

## Week by Week Schedule

1. Introduction
2. History of Croatian emigration to Australia and New Zealand, I.
3. History of Croatian emigration to Australia and New Zealand, II.
4. Croats in the Australian "Golden Fields"
5. „Radnik“ i „Partizanka“: Yugoslav removal of Croats from Australia
6. Croatian embassy in a tent
7. Croatian revolutionary brotherhood in Australia

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours 15  
15

### Grading

Attendance at at least 12 teaching units (20% points), active monitoring and participation in classes (30%), writing a seminar paper (50 %).

8. Croatian six
9. The fight for the recognition of the Croatian language
10. The Croatian language school system in Australia and New Zealand
11. Croatian communities in Australia and New Zealand
12. Croatian sports organizations in Australia and New Zealand
13. Croatian Catholic Mission in Australia and New Zealand
14. Croatian culture and folklore in Australia and New Zealand
15. Youth events in Australia and New Zealand

## Literature



Ilija Šutalo (2004). *Croats in Australia*, Wakefield Press

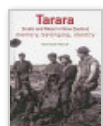


Većeslav Holjevac (1967). *Hrvati izvan domovine*



Bože Vukušić (2010). *HRB*

## Additional Literature



Senka Božić-Vrbančić (2008). *Tarara*



Gordogan, (2010), Vol. 27, No. 63-66 (2010). *Egzodus iz Australije u doba Hladnog rata-povratak hrvatskih iseljenika iz Australije brodovima Partizanka i Radnik 1948-1949.godine.*



Ivan Čizmić, Marin Sopta, Vlado Šakić (2005). *Iseljena Hrvatska*



Vladimir Stanković (2003). *Kardinal Kuharić u hrvatskom iseljeništvu*



Fabijan Lovoković, Šime Dušević (2010). *Hrvatske Zajednice U Australiji*

# Croats in Germany

238013

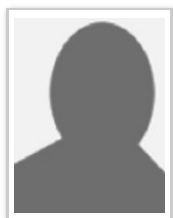


## Lecturer



doc. dr. sc.  
Wolly Krašić

## Associate Lecturer



Monika Balija,  
dr. sc.

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

### Grading

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

## Course Description

Course objectives:

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

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

Develop the ability to demonstrate the need of the population and emigration



in the service of social and political decision-making

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

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

Develop a scientifically independent opinion on demographic and emigrant issues

Dual-major studies

### Screening of student's work

0.5 ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1.5 ECTS Pismeni ispit [EN]

3 ECTS

### Week by Week Schedule

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

### Literature



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



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



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

# Croats in North America

214019

## Course Description

To acquaint students with the main features of the emigration of Croats to North America, from the second half of the XIX. century to the present day. Define a special historical and social context, which existed in Croatia and North America, and to point out the unfavorable political, economic and other circumstances that prevailed

in Croatia. Analyze a number of layered social, cultural, historical, ethnic, psychological and other determinations that are generally related to migration

processes. Show the origins of Croatian parishes, media and social and political organizations. Explain the concepts of Americanization, assimilation and acculturation as well provide insight into the problems and fractures of these processes. Point out ethnic and cultural differences in immigrant countries.

## Learning Outcomes

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

1. Define the causes and consequences of emigration
2. Reproduce expert terms related to migration research
3. Describe different theoretical frameworks of historical migrations
4. Recognize the main features of Croatian emigrant communities in North America
5. Analyze the role of Croatian emigrant communities in preserving ethnic identity
6. Describe migration trends from the Republic of Croatia with global migration processes

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

0.5 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

2 ECTS

## Week by Week Schedule

1. Presentation of the course, student interest, instructions for presenting seminar papers
2. Historical overview, concepts and theoretical approach
3. Motives for the emigration of Croats to North America
4. The problem of statistics
5. The work of Croatian Catholic missions
6. Associations and political organizations
7. A review of Croatian media
8. National movements
9. Workers' movements
10. Prominent emigrants

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours 15

15

## Grading

Attendance at at least 12 classes, active participation at classes, writing / presenting a seminar paper, taking an oral exam

11. Starting position of Croatian immigrants
12. Acculturation processes
13. Ethnicity and Nationality in the Context of Immigration Laws in the United States and Canada
14. Work and occupation, home and family, Church and religion, life in organizations, schools and the public
15. Political tensions

# Croats in South America

214018



## Lecturer



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

## Course Description

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

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

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

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

## Week by Week Schedule

1. Introductory lecture, presentation of subjects, student obligations, bibliography, etc.
2. Historical, economic, social, cultural and political aspects of South America. Immigration policy and the importance of migration in South America. Contribution of Croatian emigrants to the modernization of the countries of South America.

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours 15

15

Teaching Assistant  
dr. sc. Maria Florencia Luchetti

### Grading

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

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

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

213980



## Course Description

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Learning Outcomes

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

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

## Grading

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

## Study Programme Learning Outcomes

Dual-major studies

Croatology

Describe and classify the legacy of other cultures within Croatia

Recognize and classify Croatian writers of European and world references

Croatology

## Screening of student's work

1.5 ECTS Pohadanje nastave [EN]

1.5 ECTS Referat [EN]

3 ECTS

## Week by Week Schedule

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

12. Analysis of language policy and education policy documents of the European Union I.
13. Analysis of language policy and education policy documents of the European Union II.
14. Analysis of language policy and education policy documents of the European Union III.
15. The example of Croatia: Balance of implementation of the European language policy

## Literature



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



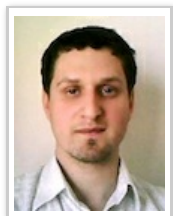
Gehrmann, S. (2017). *Die Zukunft der Nationalsprachen als Schulfremd- und Wissenschaftssprachen: sprachpolitische Handlungsräume im Zeitalter der Globalisierung mit einem Ausblick auf Deutsch in Kroatien*, KDV-Info. Praxisorientierte Zeitschrift der kroatischen DeutschlehrerInnen

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

200546



## Lecturer



izv. prof. dr. sc.  
Marko Jerković

## Associate Lecturer



Marko Marina,  
dr. sc.

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

## Grading

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

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

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



through various media

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

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

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

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

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

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

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

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

### Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Pismeni ispit [EN]

3 ECTS

### Week by Week Schedule

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

## Literature



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



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



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



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



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

# Culture, Identity and Globalization

57218



## Lecturer



izv. prof. dr. sc.  
Vladimira Rezo

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours 15

15

## Grading

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

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Communication Studies

## General Competencies

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

## Screening of student's work

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

## Week by Week Schedule

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

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

## Literature



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



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



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

## Similar Courses

- » Ideja Europe, Oxford

# Culture of Croats in the Diaspora

201778

## Lecturer



prof. dr. sc.  
Sanja Vulić  
Vranković

## Course Description

Introduce the students to the literature and culture of Croats in the so called Old Diaspora – the European border countries in which the descendants of Croatian immigrants still live as national minorities.

## Learning Outcomes

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

1. Explain the reasons of Croatian emigration across the Europe.
2. Recognize the cultural, literary and language factors according to which Croats in the Diaspora adapt to the culture and literature of their parent nation in the Republic of Croatia.
3. Recognize the cultural, literary and language factors according to which Croats in the Diaspora adapt to the culture and literature of their parent nation in the Republic of Croatia.
4. Recognize original and secondary literature on Croats in the Diaspora.

## Study Programme Learning Outcomes

Dual-major studies

Croatology

## Screening of student's work

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

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4 ECTS

## Week by Week Schedule

1. Introductory Lecture: What is the Croatian Diaspora?
2. Migratory indigenous (homogeneous) Croatian communities (emergence and extension).
3. Non-migratory indigenous (homogeneous) Croatian communities (emergence and extension).
4. Croatian Emigration (historical overview and causes of emigration).
5. The narrative and dialectal affiliation of Croats in migrant indigenous communities.

ECTS Credits 4.0

English Level L1

E-learning Level L1 (5%)

Study Hours  
30  
15

Teaching Assistant  
dr. sc. Milan Bošnjak

## Grading

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



6. Literature of Burgenland Croats in Austria.
7. Literature of Croats in Slovakia and Moravia.
8. Croatian Literature in Hungary and Romania.
9. Literature of Croats in Other Indigenous Communities.
10. Croatian writers in Latin America.
11. Croatian Press in Indigenous Communities.
- 12.
13. Croatian Press in Emigration.
14. Croatian cultural institutions in the diaspora.
15. Final lecture.

## Literature



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



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



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

## Similar Courses

- » Književnost i kultura Hrvata u dijaspori, Oxford

# Culture of Peace and Non-violence

211176

## Lecturer



prof. dr. sc.  
Renato Matic

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Sociology

- Recognize the generators of conflicts in contemporary society
- Apply knowledge of sociological theories in managing conflict situations
- Develop and select different problem-solving strategies

Sociology

- Discuss about current geopolitical issues
- Recognize the generators of conflicts in contemporary society
- Apply knowledge of sociological theories in managing conflict situations

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours  
15  
15

## Grading

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



## General Competencies

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

## Forms of Teaching

- » Predavanja
  - » 15 lessons
- » Seminar
  - » 15 lessons

## Week by Week Schedule

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

## Literature



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



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



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



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





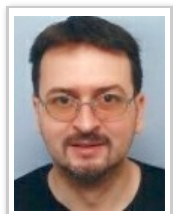
*Arendt, Hannah (1996) Eseji o politici, Antibarbarus, Zagreb*

# Culture of Travel to the Ancient East and Egypt during the 19th and 20th Century

228925



## Lecturer



izv. prof. dr. sc.  
Mladen Tomorad

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

Obligatory class attendance;  
Research 50 % Seminar essay 25 %  
Presentation 25 %

## Course Description

During the introduction classes review students about the most important persons who travelled to Ancient Egypt from Antiquity until the middle of the 20th century.

Analysis of their travel diaries, letters and manuscripts.

Exercise of presentation and writing seminar essays.

## Learning Outcomes

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

1. Reproduce the most important researchers and their writings about the history and culture of the Ancient Egypt from Antiquity until the middle of the 20th century
2. Describe and classify of the certain sources (letters, diaries, manuscripts, films, newspaper articles)
3. Identify historical sources through each themes
4. Describe the sources about the travels to Ancient Egypt
5. Describe and critical analysis of various written sources
6. Use of the methodology related with the Ancient history: analysis of the sources and literature, reproduction and qualification of the facts

## Study Programme Learning Outcomes

Dual-major studies

History

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

Use methods of explanation and interpretation of historical

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

History

Use methods of explanation and interpretation of historical processes

Critically judge and evaluate personal historical understandings and attitudes

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

Demonstrate interdisciplinarity and critically judge different scientific

methodologies and views on special issues and problems

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Referat [EN]
- 1 ECTS Seminarski rad [EN]
- 3 ECTS

## Forms of Teaching

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

## Week by Week Schedule

1. Research expeditions during 19th century: Dominique Vivant Denon (18th/19th c.), Giovanni Battista Belzoni, Jean Francois Champollion, Karl Richard Lepsius, Jean Jacques Rifaud, Luis de Forbin, David Roberts Adventurers, painters, first tourists
2. Tourist travels of the citizens and society elite (dahabeahs, circle cruse of the Thomas Cook & Co.)  
Guides (Sir Gardner Wilkinson, Karl Baedeker, Thomas Cook Ltd.)  
Photography: Antonio Beato
3. Writings of the Croatian travelers: Jakov Šašel (19th c.), Fran Gundrum Oriovčanin (early 20th c.), Grga Novak & Vladimir Nazor (1930's)
4. Croatian pilgrimage to the Holy Land and Egypt in 1931 and 1937  
Circle cruse of "Jadranska straža"  
Film footage about the travels to the Ancient Near East and Egypt (Jadranska straža and private footage)
5. Student seminar essays with PowerPoint presentation 1-2
6. Student seminar essays with PowerPoint presentation 3-4
7. Student seminar essays with PowerPoint presentation 5-6
8. Student seminar essays with PowerPoint presentation 7-8
9. Student seminar essays with PowerPoint presentation 9-10
10. Student seminar essays with PowerPoint presentation 11-12
11. Student seminar essays with PowerPoint presentation 13-14
12. Student seminar essays with PowerPoint presentation 15-16
13. Student seminar essays with PowerPoint presentation 17-18
14. Student seminar essays with PowerPoint presentation 19-20
15. Conclusion

## Literature



Tomorad, Mladen (2017). *Staroegipatska civilizacija sv. II: Uvod u egiptološke studije*, Zagreb: Hrvatski studiji



Gundrum, Fran (1905). *U Egipat!*



Nazor, Vladimir (1943). *Iz Splita do piramida*.



Novak, Grga. (1935). „*Novo putovanje Jadranske straže. Grčka i Egipat. 30 juna-16 jula 1935. Jadranska straža god. XIII br. 6 (1935)*”



Novak, Grga. (1946). *U zemlji faraona.*, Zagreb



Tomorad, Mladen (2003). *Egipat u Hrvatskoj.*, Barbat



Tomorad, Mladen & Štimac, Ivana (2016). „*Visualizing Egypt in the Collection of the Archaeological Museum in Dubrovnik and the Newspaper/travel Reports Published by Grga Novak between 1933 and 1945*“. U: *Júnová Macková, Adéla-Storchová, Lucie-Jún, Libor (ur.), Egypt and Austria X: Visualizing the Orient: Central Europe and the Near East in the 19th and 20th Centuries.*, Prague



Tomorad, Mladen (2016). „*Foundation of the Ancient Egyptian Collections in Croatia: Travellers, Private Collectors and the Genesis of the Collections (1800-1920)*“. U: *Hudakova, Lubica & Hudec, Jozef (ur.) Egypt and Austria IX Perception of the Orient in Central Europe (1800-1918).*, Krakow



Tomorad, Mladen „*Jakov Šašel (Jacob Schaschel) and his travels to Egypt, Nubia and Africa 1853-52*“. U: *Cooke, Neil & Daubney, Vanessa (ur.) Lost and Now Found: Explorers, Diplomats and Artist sin Egypt and the Near East.*, Oxford: Archaeopress



(2013). *Stepinčevim stazama po Svetoj Zemlji*, Zagreb: Kršćanska sadašnjost



Šašel, Jakov. (2003). *Slike s Orijenta.*, Karlovac: Gradski muzej

## Similar Courses

» Staroegipatska civilizacija: Uvod u egiptološke studije, Oxford

# Data processing

211168



## Lecturer



doc. dr. sc.  
Luka Šikić

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours

30

## Grading

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



## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Sociology

Implement an appropriate method to research social phenomena

Create a project proposal

Describe demographic processes

Apply qualitative and quantitative data processing programs

## Screening of student's work

1 ECTS Kolokviji [EN]

0.5 ECTS Istraživanje [EN]

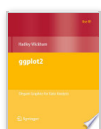
0.5 ECTS Praktični rad [EN]

2 ECTS

## Literature



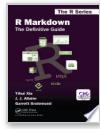
Hadley Wickham, Garrett Golemund (2016). *R for Data Science*, "O'Reilly Media, Inc."



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



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



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

## Similar Courses

» -, Oxford

# Democratic Changes in the Republic of Croatia

202702

## Lecturers



izv. prof. dr. sc.  
Vlatka Vukelić



doc. dr. sc.  
Vladimir  
Šumanović

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

History

## Screening of student's work

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

ECTS Credits 4.0

English Level L1

E-learning Level L1  
(10%)

Study Hours 15  
15

## Grading

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

## Week by Week Schedule

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

## Literature



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



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



Davor Marijan (2017). *Hrvatska 1989.-1992*



Davor Marijan (2013). *Obrana i pad Vukovara*



Davor Marijan (2008). *Slom Titove armije*



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

## Additional Literature



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



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



Ivica Lučić (2013). *Uzroci rata*



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



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

239760



## Lecturer



Marinko Lozančić,  
pred. dr. sc.

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

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

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

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

Develop a scientifically independent opinion on demographic and emigrant issues

Interpret data on Croatian and global population and emigration

### Dual-major studies

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours 15

15

15

## Grading

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

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

1 ECTS Pismeni ispit [EN]

0.5 ECTS Seminarski rad [EN]

2 ECTS

## Week by Week Schedule

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

## Literature



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



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



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



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

## Additional Literature



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



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



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

# Demographic Projections and Simulations

253372

## Lecturer



prof. dr. sc.  
Anđelko Akrap

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

## Course Description

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

activities in the creation of macroeconomic policies.

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

necessary economic, social, educational, health and other capacities

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

Use statistical, quantitative, graphic and geographic software packages

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

Interpret data on Croatian and global population and emigration

Dual-major studies

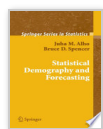
## Screening of student's work

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

## Week by Week Schedule

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

## Literature



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



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

## Additional Literature



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

# Demographic Resources and Potentials

211169

## Lecturer



doc. dr. sc.  
Monika  
Komušanac

## Course Description

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

To explain a interrelation of the demographical components

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Sociology

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

## Screening of student's work

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

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

## Grading

Mid term Final Exam Seminar  
paper

## Literature



Alica Wertheimer-Baletić (1999). *Stanovništvo i razvoj*



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



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



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

## Similar Courses

» -, Oxford

# Demographic Revitalization Patterns

253187

## Lecturer



doc. dr. sc.  
Monika  
Komušanac

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

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

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

Teaching Assistant

Nikola Šimunić

## Grading

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

Illustrate the need for scientific studies on demographic and immigration issues

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

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

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

Dual-major studies

### Screening of student's work

0.5 ECTS Pohadanje nastave [EN]

0.5 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

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3 ECTS

### Week by Week Schedule

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

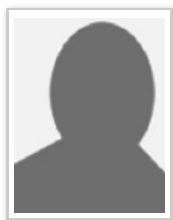


# Demographic Study

253142

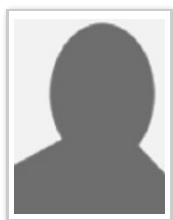


## Associate Lecturer



doc. dr. sc.  
Monika  
Komušanac

## Teaching Assistant



doc. dr. sc.  
Wolly Krašić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours  
15  
15Teaching Assistant  
doc. dr. sc. Wolly KrašićGrading  
Active participation in  
consultative classes, preparation  
of exercises and presentations.

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

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

Illustrate the need for scientific studies on demographic and immigration issues

Use statistical, quantitative, graphic and geographic software packages

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

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

Dual-major studies

### Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Istraživanje [EN]
- 1 ECTS Referat [EN]
- 3 ECTS

### Week by Week Schedule

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

# Demography

53914

## Lecturer



doc. dr. sc.  
Dario Pavić

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours  
30  
30

## Grading

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

## Course Description

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

## Learning Outcomes

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

1. Define demography as social science.
2. Classify the basic demographic indicators.
3. Explain the changes in the population structures.
4. Explain types of population policies.
5. Explain the basic types of demographic data sources
6. Explain the fundamental social causes of demographic change

## Study Programme Learning Outcomes

Communication Studies

Sociology

- Analyze the social effects of certain globalization processes
- Describe demographic processes
- Describe the elements of social dynamics
- Organize data to create strategies
- Recognize the generators of conflicts in contemporary society
- Recognize the elements of cultural/collective memory
- Apply qualitative and quantitative data processing programs
- Evaluate appropriate ways of intervention of a certain social issue
- Discuss about current geopolitical issues
- Develop and select different problem-solving strategies

## General Competencies

- Combine the society related data in the coherent written and oral form.
- Outline the opposing viewpoints and alternative hypotheses in the various social issues.
- Outline causal relationships between the social phenomena.
- Demonstrate the social impacts of the public policies.
- Organize the teamwork with co-workers from various disciplines, of different attitudes or value orientations.

## Screening of student's work

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

## Forms of Teaching

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

## Week by Week Schedule

1. Introduction to demography, demography as social science.
2. Sources for population data analysis, population censuses, methods of demographic research, divisions within demography.
3. Chosen topics in the demographic theory, theory of demographic transition.
4. Total population change, population change.
5. Components of natural population change (fertility, natality, mortality, natural change), determinants of natural population change.
6. Migrations (determinants, types)
7. General population dynamics.
8. Test
9. Depopulation processes.
10. Population structures (sex, age, economical, educational, family, religious, linguistic, racial, ethnic)
11. Demographic ageing, processes of deruralization and urbanization.
12. Dynamics and projections of the world population.
13. Population policy (postulates and types)
14. Demographic changes and social policy
15. Population in the international context.

## Literature



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



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



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



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



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

## Similar Courses

- » Fundamentals of Population Science, Oxford

# Demography of the Croatian Island area

239761



## Lecturer



doc. dr. sc.  
Monika  
Komušanac

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours

15

15

## Grading

Regular attendance at classes, passing the colloquium and active participation in classes

## Course Description

The objectives of the course are:

- acquaint students with the basic demographic indicators and processes of population development in the Croatian archipelago
- explain to students the contemporary demographic picture of the Croatian island area
- to develop the student's knowledge about the peculiarities of the development of the island population
- introduce students to the causes and consequences of depopulation processes on the Croatian islands
- explain the components and peculiarities of the identity of the Croatian island area
- explain to students the development approaches to the management of the insular Croatian space

## Learning Outcomes

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

1. Define the term "island" and explain the basic demographic processes on the Croatian islands
2. Explain the basic social, geographical and demographic conditions of the contemporary demographic picture of the Croatian island area
3. Define and explain the fundamental development problems of the Croatian island area
4. Explain different approaches to the management of the Croatian island space using the example of selected Croatian island groups
5. Explain the significance and management of protected parts of the Croatian island area
6. Define the degree of demographic, spatial and developmental disharmony of individual islands according to their geographical position and relation to the mainland
7. Apply relevant statistical and graphic methods in the process of considering and clarifying demographic laws on the islands

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

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

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

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

Interpret data on Croatian and global population and emigration

Dual-major studies

### Screening of student's work

- o ECTS Pohađanje nastave [EN]
- o ECTS Kolokviji [EN]
- o ECTS Pismeni ispit [EN]
- o ECTS Seminarski rad [EN]
- o ECTS

### Week by Week Schedule

1. Familiarization with the way of working and obligations in the course. Introductory considerations.
2. Understanding the concept of "insularity" in Croatia and the European Union.
3. Socio-demographic typification of the Croatian island area
4. Spatial distribution and demographic differences of the Croatian island area
5. Causes and consequences of depopulation processes on Croatian islands
6. Factors of emigration from Croatian islands - historical, demographic and social overview
7. Colloquium
8. Contemporary demographic characteristics of the Kvarner-Lošinj island group
9. Contemporary demographic characteristics of the North Dalmatian island group
10. Contemporary demographic characteristics of the central Dalmatian island group
11. Contemporary demographic characteristics of the South Dalmatian island group
12. Development concepts of the management of the Croatian island area and its protected parts
13. Approaches to the demographic revitalization of the Croatian island area - selected examples
14. Components of the identity of the Croatian island area
15. Colloquium. Concluding considerations

### Literature



Nejašmić, I. (1991). *Depopulacija istočnojadranskih otoka i izumiranje kao moguća demografska perspektiva*, Migracijske i etničke teme, 7 (1)



Faričić, J. (2012). *Geografija sjevernodalmatinskih otoka*, Školska knjiga



Lajić, I., Mišetić, R. (2013). *Demografske promjene na hrvatskim otocima na početku 21. stoljeća*, Migracijske i etničke teme, 2



Šterc, S., Komušanac, M. (2012). *Neizvjesna demografska budućnost Hrvatske-izumiranje i supstitucija stanovništva ili populacijska revitalizacija...?*, Društvena istraživanja, 117, 21(3)



Ivica Nejašmić (1991). *Depopulacija u Hrvatskoj*, Globus

### Additional Literature



Jakov Gelo, Anđelko Akrap, Ivan Čipin (2005). *Temeljne značajke demografskog razvoja Hrvatske*



# Developmental disabilities of Children and Youth

214006



## Lecturer



izv. prof. dr. sc.  
Dario Vučenović

## Course Description

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

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

children and adolescents.

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

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Psychology

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Projekt [EN]

0.5 ECTS Ostalo i. (upisati) [EN]

3 ECTS

ECTS Credits 3.0

English Level Lo

E-learning Level L2 (20%)

Study Hours 30

Teaching Assistant  
Jelena Flego, mag. psych.

### Grading

Partial exam – 30% Student project – 50% Class attendance – 20% 60 % – 69 % - dovoljan 70 % – 79 % - good 80 % – 89 % - very good 90 % – 100 % - excellent

### Prerequisites

Development in the Social Context

## Week by Week Schedule

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

## Literature



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



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



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



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



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



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



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

# Developmental Psychology

200551

## Lecturer



izv. prof. dr. sc.  
Lovorka Brajković

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

Croatian Latinity

Croatology

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

Croatology

History

History

Sociology

Evaluate social impact of social changes in society

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours  
30  
15

Teaching Assistant  
Jelena Flego, mag. psych.

## Grading

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

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

#### Sociology

- Evaluate social impact of social changes in society
- Describe the elements of social dynamics
- Recognize the generators of conflicts in contemporary society
- Recognize the elements of cultural/collective memory
- Understand the social mechanisms of interaction

### Screening of student's work

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

### Week by Week Schedule

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

### Literature



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



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

### Similar Courses

- » Developmental psychology, Oxford

# Developmental psychopathology

213982



## Lecturer



izv. prof. dr. sc.  
Lovorka Brajković

## Course Description

The aim of the course is to acquaint students with basic knowledge about the etiology of various disorders in childhood and adolescence with special emphasis on their impact on educational process.

Special emphasis is placed on various factors and their interaction in interpreting the etiology of the disorder, as well as on risk and protective factors in the development of the disorder. Students will be introduced to the basic guidelines in working with children and adolescents within the observed disorder.

## Learning Outcomes

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

1. Distinguish the fundamental principles of deviation from normal development.
2. Define the causes of individual deviations from the average developmental pathway and explain the interaction of different factors in explaining the etiology of developmental disorders
3. Use knowledge of developmental psychopathology
4. Integrate facts of general psychopathological developmental processes into individual cases in practice
5. Predict relationships between developmental achievement in specific educational achievement
6. Create new approach and methods to make optimal development

## Study Programme Learning Outcomes

Croatian Latinity

Generic competencies

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

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Pismeni ispit [EN]
- 3 ECTS

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15  
15

Teaching Assistant  
Jelena Flego, mag. psych.

### Grading

60% - 69% - sufficient (2) 70% - 79% - good (3) 80% - 89% - very good (4) 90% - 100% excellent (5)

## Week by Week Schedule

1. Introduction to developmental psychopathology
2. Phenomenology, etiology, and classification of developmental disorder
3. Risk and protective factors in disorder development
4. New theoretical paradigms in developmental psychopathology
5. Disorder development: from normal to psychopathology
6. Early Disorders (Initiative Disorders and Early Socialisation; Early Disorders of Curiosity and Task Focus)
7. exam 1
8. Pervasive developmental disorder
9. Anxiety, depression, loss, suicide
10. Behavioural disorders and lack of self-control
11. schizophrenia
12. Psychopathological phenomena and risks in adolescent transition
13. Developmental consequences of mental retardation; Risks of physical illness and brain damage; Risks in an interpersonal context: child abuse and divorce
14. Treatment and prevention; The role of teachers in the prevention and treatment of developmental disorders
15. exam 2

## Literature



Wenar, C (2003). *Razvojna psihopatologija i psihijatrija.*, Jastrebarsko: Naklada Slap.



Vulić-Prtorić, A (2003). *Depresivnost u djece i adolescenata.*, Jastrebarsko: Naklada Slap.



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



Bašić, J. (2009). *Teorije prevencije: prevencija poremećaja u ponašanju i rizičnih ponašanja djece i mladih.*, Školska knjiga: Zagreb.

## Additional Literature



Američka psihijatrijska udruga (2014). *DSM-V Dijagnostički i statistički priručnik za duševne poremećaje.*, Jastrebarsko: Naklada Slap

## Similar Courses

» psihopatologija, Oxford

# Development in the Social Context

53863

## Lecturer



izv. prof. dr. sc.  
Dario Vučenović

## Course Description

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

## Learning Outcomes

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

1. Explain the main concepts and propositions of the biochemical theory of human development
2. Define and differentiate the paradigm of research in developmental psychology with regard to whether they can make conclusions about the impact of the interaction between the characteristics of a person and different levels of environmental context on individual development
3. Interpret the Macro and Exposure Implications of the System to Functioning and Possibilities of Development of Poor and Socially Excluded Families, Children and Youth, as well as other vulnerable and marginalized social groups
4. Describe the main demographic, economic and social changes in the contemporary society that affect the life of young people in transition at an adult age
5. Analyze and compare how the research results of child and youth development in the Croatian social context can be related to the results of foreign research and to explain the intercultural similarities and differences

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours  
30  
15

Teaching Assistant  
Jelena Flego, mag. psych.

## Grading

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

## Prerequisites for

Developmental disabilities of Children and Youth

6. Demonstrate ethical sensitivity for working with people and collaborating with experts beyond their own social context and suggest interventions to encourage positive development
7. Develop ethical sensitivity in working with people and collaboration with experts outside their own social context.

## Study Programme Learning Outcomes

### Psychology

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

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

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

Value the importance of lifelong professional development

## General Competencies

Students will:

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

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

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

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Seminarski rad [EN]

2 ECTS Usmeni ispit [EN]

4 ECTS

## Forms of Teaching

- » Predavanja
  - » twice a week
- » Seminar
  - » jedan sat tjedno
- » Terenske vježbe
  - » interview and/or data gathering for case study

## Week by Week Schedule

1. Applied Developmental Psychology: Definition, Area and Purposes
2. Bronfenbrenner: the ecological-system theory of human development
3. Biochemical Model of Human Development: Defining and Operationalizing the Model
4. Proposals of the biochemical model of human development: biological and cognitive development
5. Attachment, friendship and influence of peer groups on the development of children and young people: behavior, relationships and roles
6. Development of emotional intelligence in a family environment: children and young people with behavioral problems



7. Family in Contemporary Society: Changes, Challenges and Roles in the Development of Children and Young People
8. Social Impact on Parenting: Parenting Theory, Dimension of Parenting, and Styles of Education
9. Educational system: factor of personal development of the individual and social change
10. Adolescence, Social Changes and Growth in a Contemporary Society: Challenges and Difficulties
11. Risk and Protective Factors of the Community: Review of Preventive Programs and Treatment
12. The impact of social policies and social values on the achievement of development tasks
13. Social Context and Mental Problems of Children and Youth: Abuse of Addiction and Health Behavior
14. Developmental Psychology of Professional Identity: the transition to the world of work and retirement in the social context
15. Cultural Influences in Developmental Psychology - Migration and Terrorism, Media and Social Networks

## Literature



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



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



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

## Additional Literature



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



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

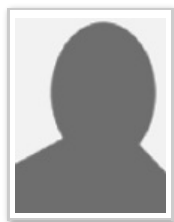


Ninoslava Pečnik (2003). *Međugeneracijski prijenos zlostavljanja djece*

# Development of psychological research

201199

## Lecturer



Josip Burušić,  
prof. dr. sc.

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

### Psychology

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

Critically judge the outcomes and consequences of one's own professional work, as well as one's own professional competences, knowledge and skills in accordance with changes and standards of the profession and national and European regulations

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

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

Assess the compliance of psychological practice with prescribed ethical principles of psychological activity in various areas of theoretical and applied psychology

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours  
30  
15

## Grading

The final student grade is determined in the exam, which can be written, oral or a combination of written and oral. During the course, individual students' activities are granted points as follows: Students who collect points from just one activity and/or the number of obtained points does not exceed 25 are considered to have not met the minimum requirement for the course and are not eligible to receive signatures. The success of all students who during the semester obtain less than 50 points will without exception be determined through knowledge and competence assessment in exams during planned exam terms. The students who obtain 50 or more points are obliged to attend the exam during the exam terms in which their acquired point will be converted to initial grades according to the following procedure: 50,0 to 59,9 points - sufficient (2); 60,0 to 74,9 points - good (3); 75 to 84,9 points - very good (4); 85 to 100 points - excellent (5). In addition to adding points, the teacher has the right to organize for every student during the exam terms additional knowledge and competence assessments in order to determine the student's final grade. Attendance - 5 points; Solving practical research problem tasks - 5 x 5 = 25 points; Writing a clear theoretical paper with a research method elaboration - 25 points; Preliminary exam (written

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

Value the importance of lifelong professional development

assessment of the students' achievements) - 45 points.

## General Competencies

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

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

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

## Forms of Teaching

» Predavanja

» na

» Seminar

» na

## Week by Week Schedule

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

## Literature



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

## Additional Literature



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

## Similar Courses

» Eksperimentalne metode, Oxford

# Development of the Croatian language

201520



## Lecturer



izv. prof. dr. sc.  
Georg Holzer

## Associate Lecturer



izv. prof. dr. sc.  
Karolina Vrban  
Zrinski

## Course Description

The aim of the course is to acquaint the students of Croatian Studies with the origin of the Croatian language from its prehistoric beginnings to its present form. Particular attention is paid to the Slavic and pan-Slavic pasts of the Croatian language, as well as various linguistic contacts between Slavic and Croatian on the one hand and other languages on the other.

## Learning Outcomes

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

1. Define basic facts about the Indo-European language family
2. Describe the origin of the Croatian language from its prehistoric beginnings to its present form
3. Define facts from the Slavic and pan-Slavic pasts of the Croatian language
4. Analyze various linguistic contacts among Slavic and non-Slavic languages, including Croatian

## Study Programme Learning Outcomes

Dual-major studies

Croatology

Define linguistic policies in relation to Croatian language

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

Croatology

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Pismeni ispit [EN]

3 ECTS

## Week by Week Schedule

1. the Indo-European language family and the Indo-European language, Slavic homeland
2. genetic relations and contacts between Slavic in the homeland and neighboring Indo-European languages
3. layers of Gothic and older borrowings in Slavic
4. Slavic expansion to the Dunav
5. the multilingualism of the then Slavic society in the light of anthroponomastics
6. Avar's share in existence in a Slavic language
7. the great expansion, the Slavic language and its reconstruction
8. continuum of Slavic dialects and problems of the external and internal borders of the South Slavic language area
9. Protohrvati
10. Dalmatian and Friulian layer of loanwords in Croatian
11. Old German loanwords in Croatian
12. Slavic language of Solun and Church Slavic in Croatia
13. church Latinisms of Greek (and finally Hebrew) origin in the Croatian language
14. so called "Balkan" Greekisms in Croatian
15. Voice changes of the Croatian language from the Slavic to the new dialect innovations

## Literature



Radoslav Katičić (1998). *Litterarum studia. Književnost i naobrazba ranoga hrvatskog srednjovjekovlja*, Zagreb



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



Georg Holzer (1996). *Das Erschließen unbelegter Sprachen. Zu den theoretischen Grundlagen der genetischen Linguistik*, Frankfurt am Main – Berlin – Bern – New York – Paris – Wien



Georg Holzer (2011). *Glasovni razvoj hrvatskoga jezika*, Zagreb



Ranko Matasović (2008). *Poredbenopovijesna gramatika hrvatskoga jezika*, Zagreb

## Similar Courses

- » Međujezični dodiri i ustroj hrvatskoga jezika, Oxford

# Deviance at the Workplace

239921

## Lecturer



izv. prof. dr. sc.  
Irena Cajner  
Mraović

## Associate Lecturer



Krunoslav Borovec,  
doc. dr. sc.

ECTS Credits 3.0

English Level L3

E-learning Level L1

Study Hours 30

### Grading

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

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Sociology

## Forms of Teaching

- » Predavanja
  - » Processing teaching materials

## Week by Week Schedule

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

## Literature



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



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

## Similar Courses

- » Workplace Violence, Oxford

# Didactics

96487



## Lecturer



doc. dr. sc.  
Marjan Ninčević

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

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

Philosophy

Croatian Latinity

Croatology

Croatology

Interpret and critically judge literary text

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

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours  
30  
15

## Grading

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



History

History

Psychology

Sociology

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

Sociology

## General Competencies

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

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

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Istraživanje [EN]

1 ECTS Seminarski rad [EN]

4 ECTS

## Forms of Teaching

» Predavanja

» Lecturer will hold Power point presentations based on selected literature

» Seminar

» Students represent their selected topics through Power point presentation

## Week by Week Schedule

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

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

## Literature



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

## Additional Literature



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

## Similar Courses

» Didaktika, Oxford

# Digital Sociology

227716



## Lecturer



izv. prof. dr. sc.  
Ivan Balabanić

## Course Description

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

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

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

Dual-major studies

Sociology

- Evaluate social impact of social changes in society
- Interpret certain social processes using knowledge of sociological theories
- Understand the social mechanisms of interaction

Sociology

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

ECTS Credits 3.0

English Level L3

E-learning Level L3 (5%)

Study Hours

15

15

Teaching Assistant  
Marija Zelić, mag. soc.

## Grading

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

## Screening of student's work

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

## Week by Week Schedule

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

## Literature



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



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



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



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

## Additional Literature



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



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

## Similar Courses

- » Digital Social Research: Methods Core, Oxford

# Diploma Thesis (Science Stream)

64811

## Teaching Assistants



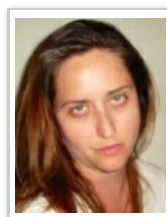
doc. dr. sc.  
Mijo Beljo



doc. dr. sc.  
Erik Brezovec



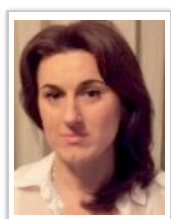
doc. dr. sc.  
Domagoj Brozović



doc. dr. sc.  
Eva Katarina  
Glazer



izv. prof. dr. sc.  
Marko Jerković



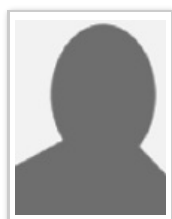
doc. dr. sc.  
Ivana Jukić Vidas



doc. dr. sc.  
Wolffy Krašić



Stjepan Matković,  
prof. dr. sc.



doc. dr. sc.  
Kristina Milković



Nenad Pokos,  
prof. dr. sc.



doc. dr. sc.  
Tomislav Popić



doc. dr. sc.  
Vladimir  
Šumanović



izv. prof. dr. sc.  
Mladen Tomorad



izv. prof. dr. sc.  
Vlatka Vukelić

ECTS Credits 30.0

English Level Lo

E-learning Level L1

Study Hours

Grading

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

## Course Description

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

## Learning Outcomes

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

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

## Study Programme Learning Outcomes

### History

Integrate critical models of thinking belonging to historical sciences into the unique ability of historical thinking

Use methods of explanation and interpretation of historical

Critically judge various descriptive and normative beliefs and attitudes

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

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

Apply traditional historical terminology and nomenclature

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

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

## General Competencies

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

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

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

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

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

## Screening of student's work

30 ECTS Istraživanje [EN]

30 ECTS

## Week by Week Schedule

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

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

## Literature



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

# Diplomatic and Consular Affairs

253186

## Lecturer



doc. dr. sc.  
Kristian Turkalj

## Associate Lecturers



Ivica Kinder,  
dr. sc.



prof. dr. sc.  
Davorin Lapaš

## Course Description

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

Develop students' knowledge of how international relations function.

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

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

behavior in the international environment.

## Learning Outcomes

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

1. Explain the diplomatic-consular conditionality of the development of relations and the ability to analyze the issue in question through the understanding of emigrant potential
2. Explain basic diplomatic and consular terms and their use in professional-scientific and public explanation of the issue
3. Analyze the key relationships between the emigrant and resident population through diplomatic-consular activities
4. Describe the demographic and emigrant issues in the context of diplomatic and consular activity
5. Explain the basics of consular protection of EU citizens
6. Describe the differences between institutes that regulate diplomatic affairs and those that regulate consular affairs

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

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



7. Analyze the international legal norms that regulate diplomatic and consular affairs with regard to the extensive relations of the Republic of Croatia with other countries, its emigration and membership in international organizations

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

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

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

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

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

Develop a scientifically independent opinion on demographic and emigrant issues

Dual-major studies

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

0 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

0 ECTS Usmeni ispit [EN]

2 ECTS

## Week by Week Schedule

1. Introductory lecture
2. Sources of international law and rules for concluding international agreements
3. Subjects of international law
- 4.
5. A man in international law
6. Protection of the rights of ethnic minorities - protection of Croatian minority communities
7. Diplomatic relations
8. Diplomatic negotiations
9. Diplomatic privileges and immunities
10. Diplomatic missions
11. Diplomatic correspondence
12. Diplomatic protocol
13. Consular relations
14. Consular functions
15. Final lecture

## Literature



Juraj Andrassy (1990).  
*Međunarodno pravo*



Zoran Pičuljan *Diplomacija  
kao državna služba*



Sjetlan Berković (1997).  
*Diplomatsko i konzularno pravo*

# Economic History of Croatian Modern Society

202692

## Lecturer



izv. prof. dr. sc.  
Vlatka Vukelić

ECTS Credits 4.0

English Level L1

E-learning Level L1  
(10%)

Study Hours 30

## Grading

Assessment will be based on active participation in class, and on written and oral exam

## Course Description

The basic aims of the course are to acquaint students with the basics of economic history, its development on European soil from the Middle Ages to modern times, and in this context to explain the economic opportunities on the soil of Croatia. In doing so, the aim is to develop constructive causal and critical development of how the global European economic conditions directly influenced the development of the economy in the territory of the Croatian lands. Particular emphasis will be given to the structural period of Croatia's modernization within the state structures in which Croatian countries were located.

## Learning Outcomes

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

1. Describe the basic historiographic thesis about economic history of middle and early Modern Times
2. Describe and analyze the most important processes that had shaped economic history of Europe
3. Explain the cause-and-effect relationships of official policies and economic development, both in Europe and in the territory of Croatian countries,
4. Describe and compare the development processes of (for example) agriculture, crafts or trade in different historical periods
5. Describe and analyze the economic doctrines that were popular in certain historical periods and explain their reflection on the European and Croatian historical space
6. Describe and analyze the peculiarities of the development of economic thought in Croatia in relation to European and American examples

## Study Programme Learning Outcomes

Dual-major studies

History

History

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

Connect and evaluate different historical points of view, including the points of view of Croatian historians in the context of the history of science

Present complex scientific and non-scientific content in written and oral form

Prepare and present written and oral presentations of complex academic and non-academic content

Conduct scientific research in the field of historical sciences and write

historical papers in a clear and organized manner

Consider the justification of various theoretical and practical proposals, taking into account the specificities of various areas of life and work environments

Determine and justify the basic ideas and principles on which modern democratic societies rest

### Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Pismeni ispit [EN]

1 ECTS Usmeni ispit [EN]

4 ECTS

### Week by Week Schedule

1. 1. Introduction to Economic History: Time, Space, Economic Processes
2. 2. Revival of economic activity along the Mediterranean in the Middle Ages: communes, crusades and maritime republics
3. 3. Economic Thought in Croatia in the Middle Ages
4. 4. Modern times and the dynamization of economic activities
5. 5. Taking over the leading economic role of countries along the Atlantic Ocean
6. 6. The Economy of European Countries in the New Age
7. 7. Economic Thought in Croatia in the New Age
8. 8. The economy of Croatian historical countries within the Habsburg Monarchy in the new century
9. 9. Freedom to craft: machinery, factories and factory production in England, the Netherlands and France
10. 10. The state of economic development in the Croatian historical area - the end of the conflict with the Ottomans
11. 11. Croatian Countries as a Link between North and South of Europe
12. 12. Mercantilism in Europe
13. 13. The influence of mercantilist ideas on Croatian lands
14. 14. Development of Croatian countries in the late 19th and early 20th centuries
15. 15. The Croatian Economy after the First World War

### Literature



Valdemar Lunaček (2004).  
*Povijest ekonomskih doktrina*



Vladimir Stipetić (2013).  
*Povijest hrvatske ekonomske misli*



Igor Karaman (2000).  
*Hrvatska na pragu modernizacije, 1750-1918*



Igor Karaman (1991).  
*Industrijalizacija građanske Hrvatske*



Igor Karaman (1972).  
*Privreda i društvo Hrvatske u 19. stoljeću*

## Additional Literature



Mira Kolar (2002).  
*Organizirano obrtništvo u  
Hrvatskoj*



Karaman, Igor (1989).  
*Privredni život Bandske  
Hrvatske od 1700. do 1850.,  
SNL*

# Economic Potentials of Emigrants

238014

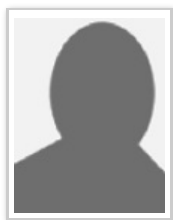


## Lecturer



Marina Perić Kaselj,  
izv. prof. dr. sc.

## Associate Lecturer



Zvonimir Savić,  
dr. sc.

## Course Description

To develop in the participants knowledge about the economic potential of the Croatian emigration.

To analyze in more detail the specificities of individual emigrant communities according to their basic characteristics.

Consider the regional-economic aspect of emigration.

Acquaint students with the overall migration cycle: departure, stay, interest in returning, economic integration and return.

Consider the reference circle of European countries; net migration-economic balance.

Train students for inclusion in the work of migration-economic institutions.

Train students to preserve, strengthen and develop the economic links of the Croatian emigration with Croatia.

Establish a model of economic development in Croatia according to the potential of Croatian emigration.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Grading

Attendance and discussion in class, report and oral exam. In addition to the classic methods of monitoring through lectures, seminar papers, exams, interviews, tests and the like, independent research papers are especially valued and, through mentoring, they are raised to the level of the student's possible performance at scientific and professional gatherings or publication in appropriate journals. This is a special motive for students in developing their independence and confirming their cognitive powers. Thus, students can already publish and create assumptions for future work and employment in research teams

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define economic migration cycles and trends and migration areas according to economic parameters
2. Explain the economic role of immigrant communities in countries of immigration
3. Analyze the economic cooperation between Croatia and countries with a significant Croatian emigrant population
4. Recognize the potential of expanding the scope of activities of Croatian institutions that serve or can serve for the economic/investment connection of emigration with Croatia
5. Recognize areas of possible branch economic connection between emigration and Croatia
6. Prepare appropriate studies and reports in the function of economic connection between expatriate and domiciled Croatia

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

Explain the gravity of the problem of today's level of demographic negativity and emigrants' separation from their home country

Carry out analytical and scientific procedures of forecasting and modeling the future

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop the ability to demonstrate the need of the population and emigration in the service of social and political decision-making

Dual-major studies

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Istraživanje [EN]

1 ECTS Referat [EN]

0 ECTS Usmeni ispit [EN]

3 ECTS

## Week by Week Schedule

1. Introductory lecture
2. Economic emigrant potential - branch aspect
3. Economic emigrant potential - spatial aspect
4. Contemporary economic development models - analysis of the situation in Croatia, the EU and countries of emigration
5. Emigrant remittances and the issue of social peace
6. Investments from the Croatian emigration
7. Partner institutions - external environment and Croatian position
8. Comparative analysis of the reference state and economic doctrines
9. Croatian potential economic development models
10. Croatian economic and emigrant peculiarities
11. Encouraging return - tax and other incentive models
12. Multidisciplinary approach to the economic-emigrant issue

13. Partnership relations and patterns – institutions, media, counties, local self-government
14. Communication activity
15. Final lecture

## Literature



Trager, L., Perez, R., Koenig, D., Cohen, J., Sancak, M., Finke, P, Newell, S., Grigolini, S., Lubkemann, S. and more (2013). *Migration and Economy: Global and Local Dynamics*, Kindle Edition



Jurčić, Ljubo – Barišić, Antea (2018). *Determinante, trendovi i implikacije suvremenih migracija*, Tradicionalno savjetovanje - Ekonomska politika Hrvatske u 2018



# Economic Sociology

211193



## Lecturer



izv. prof. dr. sc.  
Ivan Burić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours  
15  
15

### Grading

20% class attendance 20%  
seminar paper 60% examt.

## Course Description

Present the review of the basics of economic sociology: insight in the ways of the social construction of economic processes, most important theories developed in the frame of the economic sociology.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the field of study for the economic sociology
2. Explain the sociological contribution to the understanding of economic phenomena
3. Classify and differentiate the basic theoretical terms inside the economic sociology
4. Describe the classical theories developed in the frame of the economic sociology
5. Recognize the social components of the economic phenomena in society
6. Describe development of the analysis skill for the interpretation of the contemporary economic phenomena

## Study Programme Learning Outcomes

Dual-major studies

Sociology

Evaluate social impact of social changes in society

Interpret certain social processes using knowledge of sociological theories

Compare different theoretical traditions in sociology

Sociology

Evaluate social impact of social changes in society

Interpret certain social processes using knowledge of sociological theories

Compare different theoretical traditions in sociology

## Forms of Teaching

- » Predavanja
  - » frontal
- » Seminar
  - » Discussion

## Literature



Swedberg, Richard (2006). *Načela ekonomske sociologije*, Zagreb; Mate



Douglass C. North, Vesna Tomić, Vojmir Franičević (2003). *Institucije, institucionalna promjena i ekonomska uspješnost*



Kalanj, R. (2010). *Ekonomska sociologija i problem tržišta*, Socijalna ekologija. (13):3, 305-341

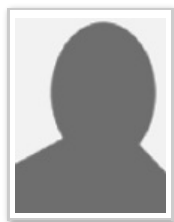
## Similar Courses

» -, Oxford

# Educational Psychology

53870

## Lecturer



Andreja Brajša-  
Žganec,  
prof. dr. sc.

## Course Description

Familiarize students with the knowledge of the individual characteristics of students that can affect their academic achievement, theories and approaches to teaching and learning, theories of motivation and learning motivation, desirable features and characteristics of teachers, and how to create stimulating environment for teaching and learning in the school educational context. Throughout the course, students will become familiar with different theories, approaches and methods in the field of educational psychology and will be able to apply them in educational work.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe how individual students characteristics affect their academic achievement.
2. Describe and differentiate special needs students.
3. Compare and evaluate different theories and approaches to learning.
4. Describe and compare different motivational theories.
5. Differentiate and compare methods of teachers work evaluation.
6. Differentiate and compare methods of grading and evaluating students work.
7. Describe stimulating environment for teaching and learning.
8. Describe and argue desirable teacher characteristics for successful teaching.
9. Synthesize existing knowledge and apply them in designing workshops.

## Study Programme Learning Outcomes

### Psychology

Critically judge the outcomes and consequences of one's own professional work, as well as one's own professional competences, knowledge and skills in accordance with changes and standards of the profession and national and European regulations

Assess one's own oral and written professional communication skills and create complex communications and interdisciplinary cooperation in different professional environments

Self-evaluate responsibility, autonomy and initiative in work

ECTS Credits 4.0

English Level L1

E-learning Level L2

Study Hours  
30  
15Teaching Assistant  
Ana Petak, mag. psych.

### Grading

Students are evaluated continuously during the semester. The final grade is based on following elements: two tests or final written exam (80 points), and group assignment (20 points). In total, students can gain 100 points. A minimal requirement for passing the course is 60 points, with a condition of passing both tests during the semester or a final written exam with a minimum of 50%.

## General Competencies

Appraise fundamental theoretical knowledge of psychology and its relationship with different branches of applied psychology.

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

2 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

0.5 ECTS Praktični rad [EN]

4 ECTS

## Forms of Teaching

» Predavanja

» interactive lectures

» Seminar

» application of acquired knowledge in individual seminars and group workshops

## Week by Week Schedule

1. Course introduction; presentation of content, working mode, students obligations (with theme selection for seminars) and the way of evaluation
2. Introduction to educational psychology (role in teaching and learning; research methods)
3. Individual students characteristics (cognitive abilities, personality, self-esteem, creativity)
4. Students with special needs (students with developmental disorders – school difficulties; gifted students)
5. Behavioural and cognitive approach to learning
6. Social theories of learning
7. Humanistic approach to education
8. Motivation in learning and teaching (Theories of motivation, self-regulated learning)
9. Positive and stimulating environment for learning (Classroom management, school discipline, cooperation with parents)
10. Teachers characteristics (competences, features, attitudes and skills)
11. Methods of successful teaching
12. Evaluation of teachers work
13. Evaluation and grading students work (Assessing and measuring knowledge - academic achievement, Assessment of students' abilities)
14. Description of the school psychologists work
15. Final discussion and course evaluation

## Literature



Vizek Vidović, V., Rijavec, M.,  
Vlahović Štetić, V., Miljković,  
D. (2014). *Psihologija  
obrazovanja*, IEP

## Additional Literature



Woolfolk, A. (2016).  
*Edukacijska psihologija*,  
Naklada Slap



Sorić, I. (2014).  
*Samoregulacija učenja*,  
Naklada Slap

## Similar Courses

» Educational psychology, Oxford

# Educational Psychology

53904

## Course Description

To familiarise the students with a systematic overview of important theoretical knowledge in the field of pedagogical psychology. The students will be familiarised with basic models of intelligence, cognitive styles, creativity, learning, motivation and teaching. Special emphasis will be put on their implementation in educational practice. Also, the students will be familiarised with the needs of gifted children and special needs children in a school environment.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the basic concepts and theories from the fields of intelligence and creativity, motivation in school, learning, grading, classroom management, preparation of lectures and presentations, alternative methods of teaching
2. Compare different theories of intelligence, motivation and learning and teaching methods
3. Argue for different pedagogical and psychological procedures and decisions in practical educational situations, especially those connected with prevention of bias and prejudice, adaptation of teaching to gifted children, adaptation of teaching to children with special needs
4. Identify the adaptation of the school environment and class to gifted children and children with special needs
5. Apply valid techniques of assessing the students' success
6. Create the curriculum by using information and communication technology (e-learning)
7. Analyze contemporary subjects and phenomena in the field of education in the context of the acquired pedagogical and psychological knowledge

## Study Programme Learning Outcomes

### Croatian Latinity

defend personal scientific insights and positions in concrete cases rationally and by providing valid arguments

### Generic competencies

conceptually clearly present diverse information and positions. and critically evaluate the credibility of claims, assumptions and arguments presented through various media

critically evaluate diverse descriptive and prescriptive beliefs and points of view on human nature and place in the world

impartially make and evaluate arguments for and against opposed positions cooperate successfully with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues

follow and adequately reproduce written and oral presentations of complex academic and non-academic topics

### Specific competencies

in written and oral form present complex academic and non-academic topics in a clear and innovative manner

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15  
15

## Grading

- regular attendance (attendance at least 70% of lectures + seminars, ie 10 visits)  
- the final grade of the course will reflect the continuous monitoring of the student's individual work by doing the essay and exercises during the semester - participation in exercises (10-12 points) - essay (max 20 points)



## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

## Forms of Teaching

» Predavanja

» Lectures will be held in thirteen cycles of 45 minutes.

» Seminar

» Seminars will be held in thirteen cycles of 45 minutes.

## Week by Week Schedule

1. Introduction to pedagogical psychology – What is pedagogical psychology and its role in education and the work of teachers; teachers in the past and today; what is most important for the educational development of pupils; what makes a good teacher
2. Learning and teaching - behavioral approaches: classical and operational conditioning, generalization and discrimination, positive and negative induction, Premack's principle, rewards and penalties, practical application
3. Learning and teaching - social learning theories: observational learning - learning by model and vicarious learning, application in school practice
4. Learning and teaching - cognitive approaches - cognitive development, information processing theory, perception and attention, short-term (working) memory, long-term memory, long-term knowledge structure, depth-of-information model, mental map, mnemonics
5. Learning and motivation in school: what is motivation and why it is important, intrinsic and extrinsic motivation, basic motivation theories, how to motivate, the role of motivation in the educational process
6. Emotions and learning: basic types of emotions, how emotions affect learning, stimulate positive emotions in the class, emotional competence
7. Individual differences: definition of intelligence, theoretical approaches, assessment of intelligence, connection with learning and teaching, definition of creativity, with creators in the classroom, how to stimulate creativity through teaching
8. Continuous assessment exam
9. Special needs children: students with development and/or learning difficulties, dyslexia, dysgraphia, dyscalculia, attention deficit and hyperactivity, aggression, harassment and oppression
10. Violent violence: definition, spread and forms of violence, violence or conflict, possible causes of violence, how to identify violators, victims and violators, consequences of violent behavior and intimidation, electronic violence, differences between electronic and immediate violence, what can be done
11. Valuing the success of the students – knowledge measurement techniques; how to prepare a good/objective written exam; problem of grades in school; standardised testing
12. Alternative methods of teaching – humanism in education; active listening; alternative schools; education for development; ecological education; life-long education
13. Contemporary subjects in education: Private tutoring in Croatian education; Involvement of parents in schools: traditional and partner approach; E-learning; Educational systems in developed countries
14. Classroom management – classroom management models; rules on setting rules; school (non-)discipline; principles of humane and efficient punishment
15. Continuous assessment exam

## Literature



Vizek Vidović, V., Vlahović, Štetić, V., Rijavec, M. i Miljković, D. (2003). *Psihologija obrazovanja*, IEP-VERN



Sternberg, R. J. i Williams, W. M. (2002). *Educational psychology*, Allyn & Bacon



Woolfolk, A. (2007). *Educational Psychology*, Allyn & Bacon

## Similar Courses

» Child Development and Education, Oxford



# Electoral Systems

238021



## Lecturer



doc. dr. sc.  
Monika  
Komušanac

## Course Description

To enable students to acquire basic knowledge and develop knowledge about election laws, systems and models.

To consider the legality of Croatian national and local elections and elections for the European Parliament and their reflections on the organization of the Croatian political system and society.

Show and confirm the application of democratic standards in elections in Croatia.

By comparing the Croatian electoral system and the electoral systems of European countries of developed democracies, realize the need for harmonization.

Draw a correlation between the electoral system and the overall development of Croatia.

Familiarize students with electoral units and ways of their selection.

Point out the uniqueness of Croatian constituencies, especially the 11th and 12th constituencies.

To notice the existing discrepancy between electoral units and the demographic conditions of their allocation.

Acquaint students with the need to harmonize the voter list with the permanent population in Croatia.

To develop in students the ability to scientifically approach choices, projections, potentials and probabilities.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain basic election systems and models
2. Analyze electoral processes, determination of electoral units, electoral competition, voting and conversion of votes into mandates
3. Explain the importance of electoral systems as fundamental elements of representative democracies
4. Describe the political system, electoral models and the constitutional and legal order of the Republic of Croatia
5. Explain the largest electoral systems and electoral models in the world

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

Regular attendance at classes, attendance at at least 12 teaching units, writing a seminar paper and taking a colloquium

6. Argue the need to include the Croatian emigration in the political life of Croatia

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

Explain the gravity of the problem of today's level of demographic negativity and emigrants' separation from their home country

Propose political and legal solutions based on scientific research of demographic and emigrant content

Compare the values of different methods used in expert-scientific research on population and emigration in planning and development services.

Dual-major studies

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

0.5 ECTS Kolokviji [EN]

0.5 ECTS Pismeni ispit [EN]

0.5 ECTS Seminarski rad [EN]

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2 ECTS

## Week by Week Schedule

1. Introductory lecture
2. Basics of electoral systems, models and constituencies
3. Proportional electoral political systems and absolute and relative majority systems
4. Mixed electoral systems
5. Electoral system in the Republic of Croatia
6. Croatian constituencies
7. Croatian emigration and elections in Croatia
8. D'Hondt's method and converting votes into mandates
9. SainteLaguë's method and converting votes into mandates
10. Croatian electoral peculiarities
11. Electoral systems of the European Union and both Americas
12. Demographic changes and electoral adjustments
13. Gallagher indicator (showing the degree of disproportionality of electoral systems and models)
14. Simulation of elections and election results
15. Course evaluation

## Literature



Ivan Grdešić (1995). *Političko odlučivanje*



Jürgen Hartmann, Mirjana Kasapović (2006). *Politički sustavi Velike Britanije, SAD i Francuske*



Mirjana Kasapović (1993). *Izborni i stranački sustav Republike Hrvatske*

# Elementary Greek

200545

## Lecturer



doc. dr. sc.  
Lucija Krešić  
Nacevski

## Course Description

The basic objective of the course is learning the basics of the Greek language (alphabet, correctly reading, writing and accenting of words in the Greek language, the basics of phonology and morphology). The goal is that students can observe the basic characteristics of the Greek text and gain competence for independent translation of simple sentences and short texts from Greek to Croatian language.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze the Greek nominal and verbal forms and describe their rules of flexion,
2. Distinguish simple syntactic phenomena and compare them with those of the Latin language,
3. Apply the knowledge to read the Greek alphabet
4. Apply accent rules and write in Greek on a computer using the Antioch program,
5. Use reference Greek aids (encyclopedias, dictionaries, grammar, digital databases).

## Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text

Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content

Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines

- EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science

Clearly and innovatively present complex academic and non-academic contents in written and oral form

ECTS Credits 3.0

English Level L1

E-learning Level L2  
(10%)

Study Hours 15  
15

## Grading

Regular attendance. Active participation in class and homework. One written test (preliminary) during the semester. The written exam.



## General Competencies

Students will be able to: analyze easier linguistic phenomena in Greek, distinguish and compare the linguistic phenomena in the Greek language with those in the Latin language, use Greek literature and recognize words of Greek origin in Latin and Croatian.

## Screening of student's work

- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Usmeni ispit [EN]
- 1 ECTS fulfilling additional tasks

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- 3 ECTS

## Week by Week Schedule

1. Greek diachronic and physical overview; main dialects; alphabet and present pronunciation in Croatian language; Sounds: vowels, diphthongs, consonants; spiritus asper and lenis.
2. Accents acute, grave, circumflex; types of words according to accent; combinations of accents and spiritus at the beginning of the vowel words; proclitics and enclitic. Reading practice.
3. Types of declension, A-declension; indicative, imperative and present active infinitive of the verbs in -ω; indicative present and imperfect of the verb to be.
4. O-declension; indicative, imperative and infinitive present middle (passive) of the verbs in -ω; 3rd declension guttural, labial and dental stems.
5. 3rd declension -ν and -ντ stems; 3rd declension liquid stems; 3rd declension -σ stems (elision).
6. 3rd declension -τ and -υ vocal stems; 3rd declension diphthong stems
7. Adjectives 3rd declension, adjectives third/first declination; Irregular adjectives; syntax: consequential, temporal, causal and conditional sentences
8. Participles: present, future, aorist active and middle
9. Pronouns: reflexive, demonstrative, relative
10. Pronouns: interrogative and indefinite. Numbers: cardinals, ordinals, adverbs
11. System of verbs in Greek, mode, tense, voice; present tense modes and voices
12. Future active and middle.
13. First and second aorist active and middle.
14. Perfect active and middle (passive). Aorist passive (first and second).
15. Exercises and repetitions.

## Literature



M. Balme, G. Lawall (2003). *Athenaze. An Introduction to Ancient Greek: Book I, 2. izd.*, Oxford



A. Musić, N. Majnarić (2004). *Gramatika grčkoga jezika*, Školska knjiga



S. Senc (1988). *Grčko-hrvatski rječnik*, Naprijed

## Similar Courses

- » Grčka morfologija I, Oxford

# Elementary Greek II

130285

## Course Description

The basic objective of the course is learning the basics of the Ancient Greek language (alphabet, correctly reading, writing and accenting of words in the Ancient Greek language, the basics of phonology and morphology). The goal is that students can observe the basic characteristics of the Ancient Greek text and gain competence for independent translation of simple sentences and short texts from Ancient Greek to Croatian language.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze Ancient Greek nominal and verbal forms and describe their rules of flexion
2. Differentiate simple syntactic phenomena and compare them with those of the Latin language
3. Apply knowledge to read (transcribe and transliterate) the Greek alphabet
4. Apply accentual rules and write Ancient Greek on a computer using the Antioch program
5. Use reference aids (encyclopedias, dictionaries, grammar books, digital databases) for Ancient Greek

## Study Programme Learning Outcomes

### Croatian Latinity

#### Generic competencies

follow and adequately reproduce written and oral presentations of complex academic and non-academic topics

identify and interpret common theoretical starting points of different linguistic and other disciplines as well as literary science

use the professional terminology accepted in fields and professions of contemporary linguistics and science of literature

#### Specific competencies

in written and oral form present complex academic and non-academic topics in a clear and innovative manner

in interpreting and processing of texts integrate critical models of thinking characteristic for various literary and linguistic disciplines into a comprehensive ability of philological thinking

### Dual-major studies

### Croatian Latinity

Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text

Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content

Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines

- EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science

Clearly and innovatively present complex academic and non-academic contents in written and oral form

ECTS Credits 5.0

English Level L1

E-learning Level L2  
(10%)Study Hours 15  
15

## Grading

The final grade will include regular work on teaching, writing homework and other independent assignments, and a written and oral exam. Written exam can be replaced by positive placement of two colloquia during the semester.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 1 ECTS Usmeni ispit [EN]
- 1 ECTS fulfilling tasks through e-learning
- 5 ECTS

## Forms of Teaching

- » Seminar
  - » reading texts in the original
- » Lektorske vježbe
  - » grammar exercises, analyses and translation

## Week by Week Schedule

1. Exercises of grammar.
2. Adjectives of the third declension; participle of present. Work on text.
3. Ancient Greek verb system.
4. Verb stem and suffix; indicative and other moods in the present stem. Future active and mediopassive. Work on text.
5. Pronouns.
6. Working on text. Basic sentence syntax.
7. Pronouns. Numbers.
8. Aorist active and medium.
9. Participles of present, future, aorist active and medium.
10. Working on text. Basic sentence syntax.
11. Perfect active and mediopassive. Aorist passive.
12. Working on text. Basic sentence syntax.
13. Working on text. Basic sentence syntax.
14. Exercises.
15. Exercises.

## Literature



Zdravka Martinić-Jerčić  
*Scripta na Merlinu*



Zdravka Martinić-Jerčić,  
Dubravka Matković, Mislav  
Gjurašin (2019). *Prometeje  
Mythos*, Školska knjiga

## Similar Courses

- » Grčka morfologija I, Oxford

# European Society and Integral Ecology

255072

## Lecturer



izv. prof. dr. sc.  
Andreja Sršen

## Course Description

The aim of the course is:

- to introduce the problems of modern European society in the context of climate change and new strategies of the European Union
- To develop students' knowledge of integral ecology as a new approach to the analysis of the European social context
- To enable students to understand and interpret European social, ideological and institutional circumstances within which a holistic approach to environmental issues is formed
- To enable students to understand and interpret social functions and the impact of European public policies on new forms of environmental and social responsibility

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Classify understanding of the reflections of the global environmental crisis on European society
2. Demonstrate the roles and importance of integral ecology for European society in the context of contemporary socio-political and technological-economic influences
3. Compare European social processes, values, phenomena, theories, paradigms and methodological approaches within the applied themes of holistic ecology
4. Identify the role of holistic ecology in the context of the new European sustainable social development
5. Appraise European social processes in the context of integral ecology
6. Analyze the technological and economic impact on ecology in the European Union

## Study Programme Learning Outcomes

### Sociology

- Analyze the social effects of certain globalization processes
- Evaluate social impact of social changes in society
- Interpret certain social processes using knowledge of sociological theories

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

### Grading

To take the oral exam, it is necessary to have completed seminar obligations and colloquia.



## Week by Week Schedule

1. A brief overview of European integration and the development of European society
2. The European Union and new climate and environmental challenges
3. European society and integral ecology as a new "dialogue of social values"
4. New ecological paradigm - integral ecology
5. Integral ecology in European society through the dimensions of sustainable development: economic, social and environmental
6. The concept of "common good" in the integral ecology
7. A new socio-political paradigm of the integral development of the European Union
8. Integral ecology in the European social context - connecting social and environmental justice
9. Systems of Integrated ecology management in the European social context
10. European social context of the environmental space and integral ecology
11. Comprehensive approaches in solving environmental problems at the social level of the European Union
12. New strategies for the development of a sustainable European society - European Green Plan
13. The relationship between civil society and issues of a holistic approach to environmental issues in Europe
14. A new ecological transition of European society
15. Concluding discussion - integral ecology and new social development of European society

## Literature



Sean Esbjorn-Hargens, Michael E. Zimmerman, et al (2009). *Integral Ecology: Uniting Multiple Perspectives on the Natural World.*, Integral Books. Boston & London.



Matthew Humphreys (2018). *Sustainable Development in the European Union: A General Principle.*, Routledge. New York

## Similar Courses

- » Population and Community Ecology, Oxford



# European Union and Civil Society

214083



## Lecturer



izv. prof. dr. sc.  
Andreja Sršen

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 15

15

## Grading

Written exam, term exam,  
seminar paper, presentation.

## Course Description

The aim of the course is to teach students about the legal position of EU inhabitants, their status, advantages and problems which are result of EU membership. Students will get insight into formal consequences of EU membership as well as in evolution of civil powers in EU countries.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze the role of civil society in EU.
2. Recognize the role of civil society in democracy.
3. Apply knowledge in strengthening institutions of civil society in EU.
4. Explain the role of non-governmental organizations in strengthening democracy.
5. Describe evolution of civil society institutions in EU countries.
6. Name the most important roles of institutions of civil society in democratic systems.
7. Compare the role of certain civil society institutions in EU countries.
8. Define the role of civil society in

## Study Programme Learning Outcomes

### Sociology

Analyze the social effects of certain globalization processes

Evaluate social impact of social changes in society

Discuss about current geopolitical issues

## General Competencies

Combine the general knowledge of society and of social processes.

Outline the opposing viewpoints and alternative hypotheses in the various social issues.

Demonstrate the social impacts of the public policies.

Plan own engagement in resolving of the various social issues.

Illustrate the key structural factors that are shaping the society.

Analyse the social change using classical and contemporary sociological approaches.

Choose the adequate methodological approach or the combination of approaches in investigation of the social phenomena.

Evaluate published sociological research with suggestions of possible improvements.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Usmeni ispit [EN]
- 3 ECTS

## Forms of Teaching

- » Predavanja
  - » oral presentation
- » Seminar
  - » oral presentation

## Week by Week Schedule

1. Development of basic rights
2. Human rights in EU
3. European Union Charter of Fundamental Rights
4. Instruments for human rights protection
5. Struggle against discrimination
6. EU Citizenship
7. Court protection of fundamental rights in EU
8. Ecology
9. Protection of national minority
10. Immigration and position of immigrants
11. Struggle against discrimination
12. Politics of EU
13. The Role of EU Court Of Justice in promotion of EU Citizenship
14. European Ombudsman
15. Freedom of movement and work in EU countries

## Literature



Rodin i suradnici (2009).  
*Reforma Europske unije:  
Lisabonski ugovor*, Narodne  
novine

## Additional Literature



Mladen Puškarić (2010). *Razvoj  
europske integracije*, Studia Vita

## Similar Courses

- » Institucije europske unije, Oxford

# European Union Institutions

214095

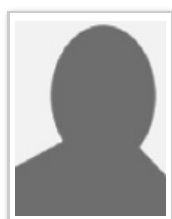


## Associate Lecturer



izv. prof. dr. sc.  
Andreja Sršen

## Teaching Assistant



Domagoj Novosel,  
pred. dr. sc.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

15

15

Teaching Assistant  
dr. sc. Domagoj Novosel, pred.

### Grading

Written exam, term exam,  
seminar, presentation.

## Course Description

The goal of the course is to provide students insight into institutional architecture of EU, foundation treaties, ways of institutions' functioning, and process of making decisions in these institutions.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze the role of EU institutions
2. Recognize the meaning of institutions for the functioning of the European integration process
3. Apply acquired knowledge for the purpose of the analysis of relationship between national institutions and EU institutions
4. Explain the relationship and authority of EU institutions and national institutions
5. Describe the conditions and circumstances of the establishment of the EU institutions
6. List phases in the development of EU institutions and their authority
7. Relate the role on national institutions and institutions of EU in functioning of the EU legal system
8. Compare the process of evolution related to the authority of EU institutions and national institutions
9. Develop an interest for the studying of evolution of the EU institution and their role in the process of integration
10. Use acquired knowledge in oral and written presentation

## Study Programme Learning Outcomes

Dual-major studies

Sociology

Sociology

## General Competencies

Upon successfully passed exam, students will be able to:

Combine the general knowledge of society and of social processes.

Outline the opposing viewpoints and alternative hypotheses in the various social issues.

Illustrate the key structural factors that are shaping the society.

Combine the different theoretical approaches in the investigation of the social phenomena.

Analyse personal and local social questions in the broader social context

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

## Week by Week Schedule

1. Discussions about Future of Europaen Integration
2. Westendorp Report and IGC from 1999.
3. Initiative of Joschke Fischer
4. New Political Initiative
5. Deklaration from Leaken
6. European Convention about Future of Europe
7. Convention from Brusseles
8. Intergovernmental Conference
9. Lisbon Treaty and Institution of EU
10. European Parliament
11. European Council
12. Council
13. European Commission
14. European Court of Justice
15. Court of Auditors, European Central Bank

## Literature



Mladen Puškarić (2012).  
*Europska unija: od Leakena do Lisabona*, Studia Vita



Mladen Puškarić (2012).  
*Europska integracija*, Stier Graff

# EU Sustainable Development Policies

214004



## Lecturer



izv. prof. dr. sc.  
Andreja Sršen

## Course Description

The aim of the course is:

Introduce students to the new EU Sustainable Development Strategies, their role in setting priorities and their implementation in EU policies.

To enable students to understand and interpret European Union policies related to sustainable development.

To train students to know specific environmental problems within the concept of sustainable development at the European level

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Classify understanding of recognition of basic theoretical starting points for sustainable development at the level of EU policies.
2. Demonstrate and interpret data related to measures for the implementation of various EU sustainable development programs.
3. Compare and apply theoretical concepts of sociology to EU energy poverty.
4. Identify eu public policies
5. Appraise aspects of sustainable development in the European Union
6. Analyze the interrelationship of EU public policies

## Study Programme Learning Outcomes

Dual-major studies

Sociology

Analyze the social effects of certain globalization processes

Evaluate social impact of social changes in society

Discuss about current geopolitical issues

Sociology

Analyze the social effects of certain globalization processes

Evaluate social impact of social changes in society

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

15

15

## Grading

Every attendance at lectures and seminars is monitored and recorded, and together with active participation in discussions brings 20% of the grade. Personal oral presentation of a pre-agreed seminar topic and preparation of a written seminar paper carry 30% of the final grade. The final oral exam carries a maximum of 50%.

## Screening of student's work

1 ECTS	Pohađanje nastave [EN]
0.5 ECTS	Kolokviji [EN]
0.5 ECTS	Seminarski rad [EN]
1 ECTS	Usmeni ispit [EN]
<hr/>	
3 ECTS	

## Week by Week Schedule

1. Introductory lecture - understanding sustainable development in the European context
2. European Union approaches to sustainable development
3. Competences of the European Union in the field of climate change and sustainable development - legal basis, subsidiarity and proportionality
4. European Commission and Investment Plan for a Sustainable Europe
5. Strategic Plan for Sustainable Development of the European Council for the period 2019-2024
6. The European Union and energy poverty
7. Implementation of the EU Biodiversity Strategy 2030 Program in cooperation with EU governments, the European Parliament, other European institutions, international organizations, civil society organizations, citizens and other stakeholders
8. European Commission and instruments for the implementation of sustainable investments intended for the public sector
9. The European Union and the application of state aid for the transition to climate-neutral production processes
10. The transition from a linear economy to a circular economy in the European Union
11. The transition to a sustainable and climate-neutral economy of the European Union
12. Regulations of the European Parliament and of the Council establishing a framework for achieving climate neutrality by 2050.
13. Implementation of the Paris Agreement on Climate Change in the European Union
14. European Union and Intergovernmental Scientific and Political Platforms on Biodiversity and Ecosystem Services
15. Concluding debate - The future of Europe and the perspectives of sustainable development policies

## Literature



Matthew Humphreys (2018). *Sustainable Development in the European Union: A General Principle*, Routledge, New York

## Additional Literature



Lorena Korošec; Dora Smolčić Jurdana (2013). *Politika zaštite okoliša – integralni dio koncepcije održivog razvitka Europske unije*, Ekonomski pregled, Vol. 64 No. 6.

## **Similar Courses**

- » Business Sustainability Management, Oxford

# Evaluation and Measurement of Personality

102939

## Lecturer



izv. prof. dr. sc.  
Dario Vučenović

## Course Description

Introduce students to different ways for measuring and assessing personality. Students will get insight into possibilities for measuring and assessing personality. They will be introduced to instruments for measuring and assessing personality, their characteristics and applications.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Evaluate the quality of instruments for personality measurement and assessment
2. Choose the instrument for personality measurement and assessment in line with desired purpose
3. Recognize the importance of decisions during instrument construction
4. Create and carry out all phases of instrument construction
5. Evaluate benefits and limitations of construction and translation of instruments
6. Explain and understand methodological and psychometric challenges of personality measurement and assessment

## Study Programme Learning Outcomes

Psychology

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Design fundamental and/or applied psychological research and construct and metrically evaluate psychological instruments.

## Screening of student's work

- |                              |
|------------------------------|
| 1,5 ECTS Pismeni ispit [EN]  |
| 1,5 ECTS Seminarski rad [EN] |
| <hr/>                        |
| 3 ECTS                       |

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

## Teaching Assistant

Lea Andreis, mag. psych.

## Grading

Students will have to show in written exam understanding of the basis of personality measurement, knowledge about measurement instruments presented during the course, and will have to be able to compare them and choose which one is adequate for specific purpose of personality measurement and assessment. Grade: written exam 50%, written report 50%



## Forms of Teaching

- » Predavanja
- » Metodičke vježbe

## Week by Week Schedule

1. Methods of personality measurement and assessment
2. Purpose of personality measurement and assessment
3. Introduction to methods and instruments for personality measurement: projective techniques
4. Analysis of results of projective techniques
5. Introduction to methods and instruments for personality measurement: questionnaires 1
6. Analysis of results questionnaires 1
7. Introduction to methods and instruments for personality measurement: questionnaires 2
8. Analysis of results questionnaires 2
9. Defining the construct for instrument construction
10. Choice of measurement construct and assignments
11. Item formulation
12. Pilot version of the instrument
13. Data collection
14. Analysis of the instrument characteristics
15. Test

## Literature



Butcher, J.N. (2009). *Oxford Handbook of Personality Assessment*, Oxford: OUP



Larsen, R. J. i Buss, D. M. (2008). *Psihologija ličnosti*, Jastrebarsko: Naklada Slap

## Similar Courses

- » Personality Assessment, Oxford

# Event Management & Planning.

213965

## Lecturer



Ivana Jeleč,  
pred.

## Course Description

Within the course students will be introduced to the theoretical and practical aspects of event management.

Starting from different types of events and going through a complex process of creating events, students will be introduced to the difference between event management and its promotion by gaining public opinion (event marketing), while practical examples from practice will introduce students to the course of event planning and setting the event, protocol activities, but also other factors necessary for the successful realisation of the event - human and financial resources, legislation and restrictions, and communication activities that include the synergy of public relations and marketing.

The course includes a final assignment / project where students will propose the concept of the event and create a communication plan that combines marketing and public relations activities necessary for effective communication of the event.

The final assignment serves as the basis of the final grade and periodical tasks are also taken into consideration for this purpose.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define key concepts of event management.
2. Classify and interpret different types of the events.
3. Demonstrate process of event planning.
4. Demonstrate the role of all factors crucial for the successful implementation of the event.
5. Demonstrate a proper event.

## Study Programme Learning Outcomes

Communication Studies

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Projekt [EN]
- 3 ECTS

ECTS Credits 3.0

English Level L2

E-learning Level L1

Study Hours 15  
15Teaching Assistant  
Marina Živković, mag. nov.Grading  
Colloquium Final assignment /  
project Periodical tasks

## Week by Week Schedule

1. Introductory lecture.  
Course concept and project.
2. Definition of the event, its types and other key concepts in the event management process.  
Differentiation of the events.
3. Defining event management and difference between event management and event marketing.
4. Concept of the event and legal limitations.
5. Event planning, event setup and protocol activities.
6. Human resources, event manager and other team members role.  
Logistics.
7. Media relations and PR activities in the event management.
8. Event preparation: scenario, moderator preparation.
9. Financial aspect of the event management.  
Risk management and safety aspects of the event management.  
Evaluation.
10. Internal events.  
Workshop.
11. Pseudo-event and media event conceptualization.
12. Workshop.
13. Colloquium.
14. Project presentation.
15. Project presentation.

## Literature



Van Der Wagen, L., Carlos, Brenda R. (2008). *Event management – upravljanje događanjima*, MATE



Pavelin, G. (2017). *Odnosi s javnošću u funkciji potpore arhivskom menadžmentu i menadžmentu događanja*, Alinea

## Additional Literature



Bowdin, G., Allen, J., Harris, R., McDonnell, I., O'Toole, W. (2012). *Events Management*, Routledge



Allen, J., O'Toole, W., Harris, R., McDonnell, I. (2008). *Festival and Special Event Management*, Wiley



Getz, D. (1997). *Event Management & Event Tourism*, Cognizant Communication Corporation



Tomić, Z. (2016). *Odnosi s javnošću – teorija i praksa*, Synopsis

# Factor Analysis

57113

## Lecturer



Toni Babarović,  
prof. dr. sc.

## Course Description

Understanding the theoretical basis of factor analysis; independent analysis and evaluation of research papers in which some of the factor analysis methods have been applied; creating the research designs where factor analysis can be used as an adequate method of processing the collected data; independent practical application of factor analysis in psychological research using the SPSS software package.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain statistical and mathematical logic of exploratory factor analysis.
2. Assess the statistical requirements for the implementation of factor analysis.
3. Create a suitable research design for applying the factor analysis.
4. Analyze the data suitable for analysis through exploratory models of factor analysis using the SPSS software package.
5. Explain the results obtained from exploratory factor analysis within the frame of the posed research problem.
6. Explain the statistical parameters obtained from the analysis.
7. Assess the quality of the data processing produced by exploratory factor analysis in research.
8. Assess the range and reach of conclusions based on the application of exploratory factor analysis in research.

## Study Programme Learning Outcomes

### Psychology

Create basic and/or applied psychological research and construct and metrically evaluate psychological measuring instruments

Critically evaluate professional and scientific literature from psychology and related disciplines and create new scientific knowledge

Critically judge multivariate statistical procedures with regard to their limitations and to the satisfaction of theoretical assumptions in concrete application situations

Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of members of different social groups and cultures and the specifics of their environmental and social context

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours  
30  
15Teaching Assistant  
Iva Takšić, v. pred.

### Grading

Class effort (lectures and exercises) - 10%, seminars - 30%, homework 10%, written exam 20%, oral exam 30%.



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## General Competencies

Evaluate multivariate statistical procedures with regard to their limits and to satisfying the theoretical assumptions in concrete situations of application.

Design fundamental and/or applied psychological research and construct and metrically evaluate psychological instruments.

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of the members of different social groups and cultures as well as the specifics of their environmental and social context.

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1.5 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

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4 ECTS

## Forms of Teaching

- » Predavanja
  - » Ex-catedra lectures
- » Metodičke vježbe
  - » Exercises in computer lab

## Week by Week Schedule

1. Fundamentals of matrix calculus and geometry of vector space
2. The basic logic of factor analysis and factor extraction
3. Principal components model
4. Determining the number of factors to retain
5. Principal axis factoring
6. Communality and communality estimation
7. Orthogonal graphical and analytical rotation
8. Oblique graphical and analytical rotation
9. Factor structure and factor pattern matrix
10. Factor scores
11. Higher-order factors
12. Other modes of factor analysis
13. Models of factor analysis on the transformed matrices
14. Introduction to confirmatory factor analysis
15. Using factors in other multivariate analyses

## Literature



*Tinsley, H. E. A., & Brown, S.D. (Eds.). (2000). Handbook of Applied Multivariate Statistics and Mathematical Modeling. San Diego, CA: Academic Press*



*Rummel, R. J. (1970) Applied Factor Analysis, Northwestern Univ. Press, Evanston*



*Fulgosi, A. (1988) Faktorska analiza, Školska knjiga, Zagreb*

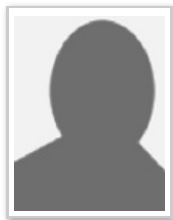
## Similar Courses

- » Factor Analysis, Oxford

# Famous Croats Worldwide

226933

## Lecturer



doc. dr. sc.  
Wolly Krašić

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours 15

15

Teaching Assistant  
dr. sc. Monika Balija

## Course Description

Introduction to notable Croats throughout history, mainly spanning the period until the end of the First World War, who globally distinguished themselves, their people and homeland. The course analyses distinguished Croats on an international level who are

not tackled in the following mandatory courses: Croatian Minority Communities, Prominent Croats in Emigration, Croatian Women in the Diaspora, and Croatian Political Emigration.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, explain and become acquainted with the facts, biographies, ideals, work and importance of individual Croatian greats outside the Motherland from the Middle Ages to the present day.
2. Explain and accept their existence as a Croatian contribution to human civilization and Croatian identity in Croatia and the world
3. Identify, explain and learn about the formation of public perception about famous Croats
4. Explain the overall social context of the actions of famous Croats in the world
5. Explain, understand and predict future opinions and the importance of their actions and sacrifices
6. Analyze the life and work of some famous Croats in the world as part of the research work.
7. Explain the historical and political conditioning of emigration, activities and appreciation of Croatian notable figures

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

## Screening of student's work

0.5 ECTS Pohadanje nastave [EN]

0.5 ECTS Pismeni ispit [EN]

0.5 ECTS Referat [EN]

0.5 ECTS Usmeni ispit [EN]

2 ECTS

## Week by Week Schedule

1. Introductory class, with introduction to method of work, literature, and student responsibilities relating to the course
2. Reformers and thinkers (Herman Dalmatin, Augustin Kažotić, John of Ragusa, Andrija Jamometić, Juraj Dragišić)
3. Saints (Adalbert of Prague, Margaret of Hungary, Nicholas Tavilić, Catharine Kosača-Kotromanić, Marko Stjepan Krizin, Leopold Mandić, Marija Propetoga Petković)
4. Historiography scholars and diplomats (Ivan Polikarp Severitan, Ivan Vitez od Sredne, Jan Pannonius, Nikola Modruški)
5. Reformers during the Reformation (Matija Vlačić Ilirik, Andrija Dudić, Pavao Skalić, Matija Grbić)
6. At the Ottoman gates (Feliks Petančić, Bartol Jurjević, Antun Vrančić, Juraj Utješinović, Juraj Hus, Stjepan Gradić)
7. Utopians (Frane Petriš, Fran Trankvil Andreis, Markantun de Dominis, Juraj Augustin Križanić)
8. Travellers to remote spaces (Vicko Paletin, Ivan Vreman, Nikola Rattkay, Ivan Rattkay)
9. Innovators in culture and language (Faust Vrančić, Aleksandar Komulović, Bartol Kašić, Ivan Paštrić)
10. Explorers of New Worlds (Djawhar, Ignacije Szentmartony, Ferdinand Konščak, Filip Vezdin, Ivan Krstitelj Marchesetti, Nikola Plantić, Nikola Sušić, Janko Benigar)
11. Messengers of modern sciences (Ruđer Bošković, Gjuro Baglivi, Josip Zanchi, Michael Lipšić, Šimun Stratico, Ivan Vučetić, Eduard Slavoljub Penkala, Antun Lučić, Nikola Tesla, Lavoslav Leopold Ružička, Vladimir Prelog, Ivan Illich, Mario Puratić, Mirko Grmek)
12. Revolutionaries and vagabonds (Marin Držić, Ignac Martinović, Andrija Dorotić, Stjepan Zanović)
13. Generals (Franjo Trenk, Svetozar Borojević von Bojna)
14. Ethnography scholars, travel writers, explorers (Dragutin Lermann, braća Mirko i Stjepan Seljan, Jakov Buratovich, Ivan Benigar)
15. Apostles of workers and emigrants (Ivan Fiorović, Josip Kundek, Mihovil Gattin, Enrico Bontempo)

## Literature



(1983). *Hrvatski biografski leksikon, I-VIII*, Zagreb: Leksikografski zavod

## Additional Literature



ur. Vlatka Lemić i Rajka Bućin (2015). *Iseljenišтво : Vodič kroz fondove i zbirke Hrvatskoga državnog arhiva*, Zagreb: Hrvatski državni arhiv



Bućin, Rajka, Marijana Jukić, Tatjana Šarić (2015). *Katalog izložbe Hrvatsko iseljenišтво kroz fondove i zbirke HDA (od kraja 19. stoljeća do Drugog svjetskog rata). Odabrane teme.*, Zagreb: Hrvatski državni arhiv





(1999). *Hrvatska enciklopedija, I-XI*, Zagreb: Leksikografski zavod

## Field trip 2

238023

### Lecturer



doc. dr. sc.  
Wolly Krašić

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours 30

Teaching Assistant  
dr. sc. Tamara Bodor

### Grading

Attendance and discussion in the field, colloquium, written exam and seminar work. In addition to the classic methods of monitoring through lectures in the field, colloquia, seminar papers, exams, interviews, tests and the like, independent research papers are especially valued and through mentoring they are raised to the level of possible student performance at scientific and professional meetings or publication in appropriate journals. This is a special motive for students in developing their independence and in confirming their cognitive power. In this way, students can already publish and create assumptions for future work and employment in research teams.



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## Course Description

The objectives of the course are:

1. Acquaint students directly in the field with organizations of the Croatian emigration, Croatian diplomatic and consular missions and other forms of organization
2. Develop students' awareness of the need to get to know Croatian Catholic missions, embassies, consular offices, Croatian emigrant societies and Croatian families directly.
3. Train students to distinguish between the meaning of indirect and direct research
4. To acquaint students with the meaning of emigration in spatial processes and relationships through direct field observations and a stay in a family expatriate environment, a working stay in Croatian representative offices and other similar institutions
5. Train students in the field of immediate discovery, recognition and definition of immigrant terms, categories and legality
6. Train students for independent scientific and research work in emigration areas and emigration institutions, societies, communities and the like
7. Train students to apply standard and special methods and techniques in field research on emigration
8. To explain to students the specifics of branch field methodologies and ways of recognizing spatial reflections of emigration
9. To acquaint students with the development of certain Croatian emigrant areas using concrete examples and stays in Croatian Catholic missions
10. Develop in students the application of field methods of emigration research, from surveying to interviewing
11. To explain the conditions of emigration and regional development to students living abroad

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Understanding spatial logic in fieldwork with the application of scientific technology
2. Mapping emigrant contents, processes, connections and relationships on the ground
3. Application of cartographic methods and projections in considering, clarifying and conveying spatial laws
4. Independent search and selection of literature and data sources
5. Drafting a proposal for a research assignment
6. Drafting a research study or an elaboration of professional scope

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

## Screening of student's work

1 ECTS Istraživanje [EN]

1 ECTS Field work

2 ECTS

## Week by Week Schedule

1. Introductory considerations
2. Geographical, demographic and migratory regional theoretical concept - considered applicability directly in emigration
3. Scientific approaches and field studies of emigration
4. Recognition of spatial factors of emigration by staying in the field
5. Space as the primary framework of emigrant events - immediate field aspect
6. Field scientific methods - applicability, operability and direct testing
7. Regional leveling and field observation of immigration legalities at missions, societies, representative offices and similar
8. Spatial mobility of emigration - field research on migration
9. Field consideration of the primary conditioning of emigration - a new way of life through personal acquaintances and experiences
10. Spatial emigrant potential-fundamental field research interest
11. Space, population, border emigration - immediate field measurement of identity values
12. Mapping, surveying and interviewing of the Croatian expatriate population by departure and stay in emigration
13. Field measurement of the order of magnitude of the meaning of time and intensity of emigration
14. Complementarity of field and other research
15. Direct and immediate testing of the results of the field study of Croatian emigration

## Literature



Stjepan Šterc (2015).  
*Geografski i demogeografski  
identitet*



Arthur Getis, Judith Getis,  
M. Bjelland (2004).  
*Introduction to Geography*,  
McGraw-Hill Science,  
Engineering & Mathematics



Ivan Čizmić, Marin Sopta,  
Vlado Šakić (2005). *Iseljena  
Hrvatska*



Grofelnik, H. (2008).  
*Terenska nastava iz geografije  
kao obrazac za cjeloživotno  
učenje, Cjeloživotno učenje  
za održivi razvoj*



Šterc, S., Komušanac, M.  
(2014). *Prostor kao temelj  
identiteta u nadgradnji,*  
*Mostariensia, 18/1-2*

# Forensic Psychiatry

139805



## Lecturer



Nadica Buzina,  
doc. dr. sc.

ECTS Credits 3.0

English Level L1

E-learning Level L1 (1%)

Study Hours  
15  
15

## Grading

The components of the mark are attendance and activity during the lectures and the final exam.

## Course Description

Forensic psychiatry is designed to familiarize students with the basic principles of expert evaluation and treatment of offenders.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Recognize different theories, paradigms and methodological approaches in psychology
2. Recognize specific mental processes and behaviors
3. Recognize the influence of societal changes onto the behavior of a person
4. Recognize and evaluate consequences of forensic assessments
5. Recognize the value of a psychologist in forensic psychiatry
6. Evaluate specific aspects of personality and its forensic meaning
7. Evaluate the role of a psychologist in forensics
8. Recognize the value of a team evaluation

## Study Programme Learning Outcomes

Psychology

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Kolokviji [EN]

3 ECTS

## Week by Week Schedule

1. Introduction  
History of forensic psychiatry
2. Psychiatric legislature
3. Forensic psychopathology and ethical issues in forensic psychichiatric therapy and practice
4. Court expertise in the area of criminal law
5. Court expertise in the area of civil law
6. Coercive measures in forensic psychiatry and de-escalating measures
7. Professional responsibility of a psychiatrist and risk assessment in forensic psychiatry

8. forensic-psychiatric aspects of disorders of the old age
9. Forensic aspects of substance dependence
10. Forensic aspects of schizophrenia and other psychotic disorders
11. Forensic meaning of mood disorders and neurotic disorders
12. Forensic psychiatric aspects of sexuality
13. Forensic aspects of personality disorders
14. Forensic aspects of mental retardation
15. Neurological disorders and their forensic meaning

### Literature



(1999). *MKB-10 Klasifikacija mentalnih poremećaja*, Medicinska naklada



(2015). *Zakon o zaštiti osoba s duševnim smetnjama*



Goreta M, Peko-Čović I, Buzina N (2006). *Psijatrijska vještačenja, knjiga druga - građansko pravo*, Naklada Zadro i PB Vrapče

### Additional Literature



Kozarić-Kovačić D, Grubišić-Ilić M, Grozdanić V (2005). *Forenzička psihijatrija*, Medicinska naklada



Goreta M, Peko-Čović I, Buzina N. (2004). *Psijatrijska vještačenja, knjiga prva - kazneno pravo*, Naklada Zadro i PB Vrapče

# Forensic Psychology

53786



## Lecturer



Ines Sučić,  
izv. prof. dr. sc.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

Class attendance and class participation will make up to 15% of the grade, preparing, writing and presenting report will make 15% of the grade, participation in research elaboration and conduction 30% of the grade, and the written exam will make a final 40% of the grade.

## Course Description

To describe and give students the overview of key concepts, models and theories in forensic psychology. To explain and to compare different models and theoretical approaches in explanation of specific forensic phenomena, and to critically evaluate them. To relate theoretical frameworks to research findings and practical work. To foster application of gained knowledge in scientific and practical work.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Arrange concepts into models and theoretical frameworks in the field of forensic psychology
2. Evaluate contribution of psychology, law, policing, and psychiatry concepts to the forensic psychology field
3. Evaluate concepts, definitions, models and theories in the field of forensic psychology
4. Relate theories and models in forensic psychology and to relate them to the every-day experiences and psychological practices
5. Evaluate usefulness and applicability of different theoretical models in explanation of different types of antisocial behaviour
6. Prepare research in the field of forensic psychology

## Study Programme Learning Outcomes

Psychology

## General Competencies

Establish links between the theoretical models about the specific components of human cognition (attention, memory, language, problem solving, judgment and decision-making, cognitive development, consciousness) and the theoretical psychology and/or psychological practice.

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

Analyze scientific literature in psychology and related disciplines, and produce new scientific knowledge.



## Screening of student's work

- 0.5 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Pismeni ispit [EN]
- 0.25 ECTS Istraživanje [EN]
- 0.25 ECTS Seminarski rad [EN]
- 0 ECTS Ostalo i. (upisati) [EN]

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- 3 ECTS

## Week by Week Schedule

1. Introduction to concepts and scope of the field as well as students responsibilities during the course
2. Development of the discipline, and interrelatedness of forensic psychology to other disciplines (e.g. law, psychiatry)
3. Forensic psychology and policing. Roles and responsibilities of police psychologists.
4. Legal system and criminal procedure.
5. Theoretical approaches to psychological profiling of criminals, and geographical profiling of criminal cases.
6. Psychological profiles of certain groups of criminals (e.g. mass and serial killers, serial rapists).
7. Interrogation, investigative interviewing. Techniques and methods of interviewing suspects.
8. Techniques and methods of interviewing witnesses and victims. Cognitive interview. Conducting interviews with especially vulnerable populations (e.g. elderly, children).
9. Indicators and theoretical explanations of deception.
10. Techniques and methods for discovering deceptions and lying.
11. Psychological mechanisms of confessions. Types and determinants of false confessions.
12. Eyewitness credibility. Factors influencing perception and memory of eyewitnesses.
13. Methods and techniques for estimating statements credibility.
14. Psychological aspects of criminal procedures and verdicts.
15. Psychologist as court experts.

## Literature



*Franc, R. i Ivičić, I. (2002).  
Forenzička psihologija -  
skripta za studente.*



*Kapardis, A. (2003).  
Psychology and Law: A Critical  
Introduction (2nd ed.).  
Cambridge: Cambridge  
University Press.*



*Weiner, B. I., & Hess, A. K. (2006).  
The Handbook of Forensic  
Psychology (3rd ed.). New Jersey:  
John Wiley & Sons, Inc.*

## Similar Courses

- » Forenzična psihologija, Oxford
- » Sudska psihologija, Oxford

# Geopolitics and Global Security

205153



## Lecturers



izv. prof. dr. sc.  
Andreja Sršen



Anita Perešin,  
izv. prof. dr. sc.

## Course Description

Introduce students with the research subject matter of Geopolitics and Global Security within the frame of geographical theoretical concept.

Introduce students with the distinction and meaning of adjacent complementary scientific fields, branches and disciplines.

Introduce students with the meaning of geopolitics and geostrategies in spatial processes, relations and development.

Direct students towards revelation, recognition and definition of basic geopolitical and geostrategical terms, categories and laws.

Train students for independent scientific-research work.

Qualify students for standard and special method and technique appliance in geopolitical and geostrategical research.

Explain students the particularities of branch methodology.

Introduce student with the development of World's and Croatian geopolitical space.

Develop among students the appliance of geopolitical and geostrategical spatial models and projection methods.

Explain students the geopolitical aspect of World's and Croatian geographical space development.

Direct students towards comprehension, clarification and prediction of future geopolitical and geostrategical relations.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze and interpret social phenomena
2. Interpret a classical sociological theories and research of Croatian sociology
3. Understand geopolitical and geostrategic theoretical and methodological concepts and systems
4. Noticing, defining, solving and prognosing geopolitical problematic
5. Understanding of geo-territorial logic on the field
6. Mapping the geopolitical content, processes, connections and relations

## Study Programme Learning Outcomes

ECTS Credits 3.0

English Level L2

E-learning Level L1

Study Hours  
15  
15

### Grading

Grading and evaluating student work in class and at the final exam, Class attendance and discussion in research groups, tests, written exam and seminar essay.

**Dual-major studies****Sociology**

- Analyze the social effects of certain globalization processes
- Evaluate social impact of social changes in society
- Describe the elements of social dynamics
- Describe demographic processes
- Recognize the generators of conflicts in contemporary society
- Recognize the elements of cultural/collective memory
- Evaluate appropriate ways of intervention of a certain social issue
- Discuss about current geopolitical issues

**Sociology**

- Analyze the social effects of certain globalization processes
- Discuss about current geopolitical issues
- Describe demographic processes
- Recognize the elements of cultural/collective memory

**General Competencies**

Define, describe and evaluate global geopolitics and safety, their features and apply, classify and categorize technical terminology. In a professional way apply the acquired theoretical and practical knowledge to work in the media. Clearly present and analyze complex academic and non-academic contents in both, written and oral form. Impartially formulate arguments and strike a balance between opposing viewpoints.

**Screening of student's work**

- 0.5 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Pismeni ispit [EN]
- 0.5 ECTS Seminarski rad [EN]
- 3 ECTS

**Forms of Teaching**

- » Predavanja
  - » The teacher presents the theoretical material
- » Seminar
  - » Discussion on topics of lectures, current events and issues of geopolitics, viewed films and read materials

**Week by Week Schedule**

1. 1. Geopolitical theoretical concept.
2. 2. Position of Geopolitics and Global Security in scientific system.
3. 3. Spatial factors of historical iteration.
4. 4. Space as the primary cause of wars.
5. 5. Global Geopolitics and Global Security.
6. 6. Regional Geopolitics and Global Security.
7. 7. Basic concept of Rimland and Hartland.
8. 8. Primary conditionality of geographical placement.
9. 9. Geostrategical relations.
10. 10. Space (territory) population, borders.
11. 11. New national (spatial) strategies.
12. 12. Space as fundament of identity and value.
13. 13. Geopolitical and geostrategical meaning of Croatian space.

14. 14. Global systems and Croatian identity.
15. 15. Geopolitical and geostrategical future of Croatia.

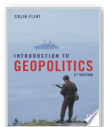
## Literature



Radovan Pavić (1973). *Osnove opće i regionalne političke geografije, geopolitike i geostrategije*, Fakultet političkih znanosti



Cvrtila, V. (2004). *Politička geografija i geopolitika*, Fakultet političkih znanosti, Zagreb.



Colin Flint (2006). *Introduction to Geopolitics*, Routledge

## Similar Courses

» -, Oxford

# Geopolitics and National Security

201679

## Lecturer



doc. dr. sc.  
Jelena Jurišić

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours 15

15

Grading

100% exam.

## Course Description

Competency define, describe and evaluate global geopolitics and safety, their features and apply, classify and categorize technical terminology. In a professional way apply the acquired theoretical and practical knowledge to work in the media. Clearly present and analyze complex academic and non-academic contents in both, written and oral form. Impartially formulate arguments and strike a balance between opposing viewpoints.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define geopolitics, its features and significance.
2. Define global security, its basic features and problems.
3. Categorize the first theoreticians of geopolitics and know the gist of their theories.
4. Describe and critically analyze the development of geopolitics of the most influential countries of the world.
5. Categorize, describe and analyze geopolitics of the Republic of Croatia

## Study Programme Learning Outcomes

Communication Studies

## General Competencies

Define, describe and evaluate global geopolitics and safety, their features and apply, classify and categorize technical terminology. In a professional way apply the acquired theoretical and practical knowledge to work in the media. Clearly present and analyze complex academic and non-academic contents in both, written and oral form. Impartially formulate arguments and strike a balance between opposing viewpoints.

## Forms of Teaching

- » Predavanja
  - » The teacher presents the theoretical material
- » Seminar
  - » Discussion on topics of lectures, current events and issues of geopolitics, viewed films and read materials

## Week by Week Schedule

1. Introduction to the course; Geopolitics as a science;

2. Global security; Development of geopolitics through history;
3. The first theoreticians of geopolitics - Ratzel, Kjellen, Mackinder;
4. Geopolitics of the British Empire - development from the 18th century to 1922;
5. The geopolitics of the Great Britain from the World War II to the present;
6. The most prominent representatives, ideologues and theorists;
7. The geopolitics of the United States from the 18th century to the present;
8. The most prominent representatives, ideologues and theorists;
9. The geopolitics of Imperial Russia - from Peter the Great to 1917;
10. The geopolitics of of the Soviet Union - development, ideologues and theorists
11. The geopolitics of the modern Russia from 1992 to the present;
12. The geopolitics of Germany - from Ratzel, through Haushoffer to Angela Merkl;
13. Oil as the most important element of contemporary geopolitics and the greatest threat to global security;
14. Geopolitical significance of Croatia and its interests;
15. Geopolitics as a media appealing and deployed content and discipline;

## Literature



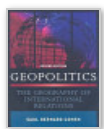
Gearóid Ó Tuathail, Simon Dalby, Paul Routledge, ur. (2007). *Uvod u geopolitiku, Politička kultura*



*Materijali s predavanja*



Jure Vujić (2015). *Geopolitika multipolarnog svijeta*, Institut za geopolitiku i strateška istraživanja



Saul Bernard Cohen (2014). *The Geography of International Relations*, Rowman & Littlefield publishers Ltd

# Geostrategy and Geopolitics

226936



## Lecturer



Marinko Lozančić,  
pred. dr. sc.

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours 15

15

15

## Course Description

Upon the successful completion of the course, the student should: develop an understanding of the geostrategic and geopolitical subject of research within a geographic theoretical framework, as well as of differences and significance of related scientific fields, subfields and disciplines; be able to utilize standard and specific methods and techniques in geostrategic and geopolitical research; gain knowledge of the meaning of geostrategy and geopolitics in spatial processes, relationships and development; be able to discover, recognize and define geostrategic and geopolitical concepts, categories and laws; acquire knowledge of the development of global, regional and Croatian geopolitical space; be able to understand, interpret and predict future geostrategic and geopolitical relationships.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain geographic, theoretical and methodological concepts and by using a geographic scientific approach apply cognitive, graphic, cartographic, computer and related methods
2. Explain and describe strategic importance of laws governing the geographic space and its structure as the basis for all planning, as well as geostrategic and geopolitical spatial processes, relationships, relations and models
3. Explain pivotal natural, social, cultural, political, economic, military, technological and historical phenomena from selected countries and regions in the context of a source of spatial strength/power
4. Explain the role and influence of international setting and global strategy on geopolitics and geostrategy of a national/regional geographic space
5. Explain crucial military, non-military and transnational security challenges
6. Define, explain and combine important concepts; i.e. global processes and relationships in the context of defining national interests, as well as devising national strategy and its components
7. Explain the living environment gap; i.e. geographic space as a source of contemporary security threats and challenges
8. Explain the security aspect of the global/national strategy both orally and in a written form

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

## Screening of student's work

- 0.25 ECTS Pohađanje nastave [EN]
- 0.5 ECTS Pismeni ispit [EN]
- 0.25 ECTS Istraživanje [EN]
- 0.5 ECTS Seminarski rad [EN]
- 0.5 ECTS Usmeni ispit [EN]

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- 2 ECTS

## Week by Week Schedule

1. Introduction to the Course.
2. Geographic Space: A Source of National Strength/Power.
3. Geographic Space as a Primary Cause of Conflicts and Wars.
4. Global Geopolitical and Geostrategic Processes.
5. Global Power Actors.
6. The USA: Geographic Power Sources of the Superpower.
7. Russia: Natural Potential in the Context of Increasing Geopolitical and Geostrategic Global Influence.
8. China: Geographic Sources of the National Strength in the Context of Global Aspirations to Project Naval Power.
9. The EU: A Geopolitical and Geostrategic Aspect of Integration Prozesse.
10. The Arctic: A Geostrategic Aspect of Confrontation of Global Powers.
11. The Pacific: Deep Seas in the Context of Geographic Sources of Global Power Shifting the Centres of Gravity.
12. Africa: Geostrategic Aspect of Interaction Linkages between Natural Resources and Demographic Dynamics (Human Potential) in the Context of Global Strategy.
13. Latin America: A Geostrategic and Geopolitical Perspective.
14. The Mediterranean: A Geopolitical and Geostrategic Aspect of the Security Environment of the Republic of Croatia.
15. Geostrategic and Geopolitical Position of the Republic of Croatia.

## Literature



Pavić, R. (1973). *Osnove opće regionalne političke geografije, geopolitike i geostrategije, I. i II. dio.*, Zagreb: Fakultet političkih znanosti.



Cvrtila, V. (2004). *Politička geografija i geopolitika*, Zagreb: Fakultet političkih znanosti



Colin, F. (2006). *Introduction to Geopolitics*, New York: Routledge



# Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft

214003



## Lecturer



prof. dr. sc.  
Zygfryd Eckardt  
Gehrmann

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Grading

Grades are awarded based on the success of the seminar work.

COM

CRO

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DEM

HIS

HIS

PHI

PSY

SCI

SCI

SOC

SOC

TEA

## Course Description

Acquiring knowledge about the asymmetric development of language in science between English as the language of science and other national languages as the language of science. Gaining insight into the dialectical relationship between language, society and cognitive processes in science. Gaining insight into argumentative structures in relation to multilingual and monolingual Anglophone science. Gaining knowledge about the connection between economics and the language of science in relation to the measurement of scientific achievements through citations (impact), the role of journal databases and the ranking of researchers and universities according to quantitative indicators. Getting to know multilingual scientific concepts (historical, current).

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the functions of the language of science in relation to cognitive processes and public responsibility and the application of this knowledge in the description, analysis and interpretation of contemporary trends in the development of the language of science
2. Identify and understand the economic principles of guidance in relation to development trends in the field of the language of science
3. Identify and judge the actors in the field of the language of science and the goals of their activities
4. Explain the consequences and costs of multilingual science on the one hand or monolingual (English-speaking) science on the other, from the aspect of the future of European national languages as languages of science, the innovation potential of science and language school education in Europe

## Study Programme Learning Outcomes

Dual-major studies

Communication Studies

Sociology

Analyze the social effects of certain globalization processes

Evaluate social impact of social changes in society

Interpret certain social processes using knowledge of sociological theories

Sociology

Analyze the social effects of certain globalization processes

- Evaluate social impact of social changes in society
- Interpret certain social processes using knowledge of sociological theories

### Screening of student's work

- 1.5 ECTS Pohadanje nastave [EN]
- 1.5 ECTS Seminarski rad [EN]

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- 3 ECTS

### Week by Week Schedule

1. Historical and social conditions for the emergence of global languages of science
2. State and development of European languages of science
3. Characteristics of English as the world language of science: lingua franca or national language?
4. Globalization and science as a linguistic model of Anglophoneization?
5. Internationalization of academic teaching: multilingualism or English only?
6. Economic principles of guiding the language of science I: entrepreneurial university
7. Economic Principles of Guiding the Language of Science II: Journal Impact Factor
8. The hypothesis of linguistic imperialism
9. The language of science and knowledge
10. The language of science and democracy
11. The language of science and languages in school education
12. Perspectives of European national languages as languages of science
13. Does European science have to be multilingual?
14. Example: Germany
15. Example: Croatia

### Literature



Gehrmann, Siegfried/Petravić, Ana (2021). *Razvoj jezika znanosti o stranih jezika u školama u Europi – studija o europskim perspektivama i hrvatskoj stvarnosti*, Filologija 77/21



Barišić, Pavo (2020). *Plädoyer für eine mehrsprachige Wissenschaft*, Münch, U./Mocikat, R./Gehrmann, S./ Siegmund, J. (ur.): Die Sprache von Forschung und Lehre: Lenkung durch Konzepte der Ökonomie? Baden-Baden: Nomos



Buranyi, Stephen (2017). *Is he staggeringly profitable business of scientific publishing bad for science*, Guardian



Ehlich, Konrad (2000). *Deutsch als Wissenschaftssprache für das 21. Jahrhundert*, German as a Foreign Language (GFL) 1/2000



Ehlich, Konrad (2009).  
*Sprachenpolitik in Europa –  
Tatsachen und Perspektiven*,  
Stellenbosch Papers in  
Linguistics Plus 2009/38



Gehrmann, Siegfried (2020).  
*Die Ökonomisierung des  
Sprachlichen – eine  
Bestandsaufnahme über die  
Zukunft der Nationalsprachen  
als Wissenschaftssprachen*,  
Münch, U./Mocikat,  
R./Gehrmann, S./Siegmond,  
J,(ur.): Die Sprache von  
Forschung und Lehre:  
Lenkung durch Konzepte der  
Ökonomie? Baden-Baden:  
Nomos

# Graduate Seminar

253141

## Lecturer



doc. dr. sc.  
Monika  
Komušanac

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Grading

Active participation in classes,  
preparation of exercises and  
exposés.

## Course Description

The goal of the course is to train students for independent scientific and research work, to train students to apply theoretical and practical knowledge acquired

during studies, to train students for the correct application of scientific methods and techniques in research, to develop the student's ability

systematization and critical content analysis.

The course is enrolled by a student who chooses a graduate thesis at the Department of Demography and Croatian Emigration. If he chooses to defend his graduation thesis on another two-subject combination of studies, then he enrolls in the course Demographic Studies.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply theoretical and practical knowledge acquired during studies
2. Choose and apply appropriate scientific methods
3. Select and use appropriate literature
4. Discuss opinion and attitudes
5. Analyze and interpret data
6. Assess the appropriateness of the conclusions from the presented data
7. Describe the results of the research

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

Demonstrate the ability for scientific conceptualization of the topic and write and present scientific papers.

Illustrate the need for scientific studies on demographic and immigration issues

Develop cognitive and operational skills for conducting research essential for development concepts and homeland security

Dual-major studies

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Istraživanje [EN]
- 1 ECTS Referat [EN]
- 0 ECTS Praktični rad [EN]
- 3 ECTS

## Week by Week Schedule

1. Introductory lecture (procedure for choosing the thesis topic, mentor, deadlines for writing, submitting and defending the thesis, course content)
2. Paraphrasing, citation and bibliographic units – examples and exercise
3. Argumentation in an academic text - examples and exercise
4. Determining the topic and subject of research - exercise
5. Theoretical starting points – exercise
6. Research questions, objectives and hypotheses – exercise
7. Determination of sample and population - exercise
8. Qualitative methods of scientific research - exercise
9. Quantitative methods of scientific research - exercise
10. Construction of analytical matrix and content unit - exercise
11. Data collection methods - exercise
12. Data processing and analysis - exercise
13. Presentation of research results - exercise
14. Creating an expose - exercise
15. Evaluation and assessment

## Literature



Tkalac Verčić, Ana,  
Dubravka Sinčić Ćorić, Nina  
Pološki Vokić (2011).  
*Priručnik za metodologiju  
istraživanja : kako osmisliti,  
provesti i opisati društveno  
istraživanje.*



Goran Milas (2009).  
*Istraživačke metode u  
psihologiji i drugim  
društvenim znanostima*

# Graduate Thesis

253189

## Teaching Assistants



doc. dr. sc.  
Monika  
Komušanac



doc. dr. sc.  
Wollfy Krašić



doc. dr. sc.  
Stjepan Šterc

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours 30

## Course Description

### Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

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# Graduate work

64813

## Course Description

Graduate thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their studies and in which the students must demonstrate their ability to analyze the posed problem or subject from the theoretical, practical and research perspective in the field or branch of science in which their studies are founded. The aim of this course is to allow the students to demonstrate their knowledge of the subject, the ability of independent research, use of literature and the application of scientific and professional methodology.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Collect, investigate and critically read scientific literature;
2. Choose a thesis topic;
3. Write the thesis syllabus;
4. Plan the course of scientific research within a well-defined frame;
5. Define research problems, hypotheses and methods which will be used in order to reach relevant results;
6. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).

## Study Programme Learning Outcomes

Croatology

## General Competencies

Apply, classify and distinguish between professional and scientific terminology in the area of research;

Identify, evaluate and use a variety of scientific-research methods in the field of social sciences or humanities, which are applied in the area of research;

Independently conduct scientific research in the area of research with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect various scientific methodologies and perspectives on specific issues and problems in the researched field of social sciences or humanities.

Write a thesis in the Croatian or one of the world's languages in accordance with the scientific and ethical postulates, and defend it before a three-member committee.

## Screening of student's work

10 ECTS Istraživanje [EN]

10 ECTS Praktični rad [EN]

20 ECTS

## Forms of Teaching

- » Auditorne vježbe
  - » Problem solving oriented class

ECTS Credits 20.0

English Level Lo

E-learning Level L1

Study Hours

Grading

50% the written thesis, 50% the oral presentation before a three-member committee.



## Week by Week Schedule

1. Discussion of the topic, its approval and the acceptance of tasks.
2. Writing the thesis.
3. Writing the thesis.
4. Writing the thesis.
5. Writing the thesis.
6. Writing the thesis.
7. Writing the thesis.
8. Writing the thesis.
9. Writing the thesis.
10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.
14. Writing the thesis.
15. Writing the thesis.

## Literature



*Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.*

## Additional Literature



Dubravka Oraić Tolić (2011).  
*Akademsko pismo, Academica*

## Similar Courses

» Diplomski rad, Oxford



# Graduate work

64818

## Course Description

Graduate thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their studies and in which the students must demonstrate their ability to analyze the posed problem or subject from the theoretical, practical and research perspective in the field or branch of science in which their studies are founded. The aim of this course is to allow the students to demonstrate their knowledge of the subject, the ability of independent research, use of literature and the application of scientific and professional methodology.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Collect, investigate and critically read scientific literature;
2. Choose a thesis topic;
3. Write the thesis syllabus;
4. Plan the course of scientific research within a well-defined frame;
5. Define research problems, hypotheses and methods which will be used in order to reach relevant results;
6. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).

## Study Programme Learning Outcomes

Sociology

## General Competencies

Apply, classify and distinguish between professional and scientific terminology in the area of research;

Identify, evaluate and use a variety of scientific-research methods in the field of social sciences or humanities, which are applied in the area of research;

Independently conduct scientific research in the area of research with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect various scientific methodologies and perspectives on specific issues and problems in the researched field of social sciences or humanities.

Write a thesis in the Croatian or one of the world's languages in accordance with the scientific and ethical postulates, and defend it before a three-member committee.

## Week by Week Schedule

1. Discussion of the topic, its approval and the acceptance of tasks.
2. Writing the thesis.
3. Writing the thesis.
4. Writing the thesis.
5. Writing the thesis.
6. Writing the thesis.
7. Writing the thesis.
8. Writing the thesis.

ECTS Credits 20.0

English Level L1

E-learning Level L1

Study Hours

### Grading

50% the written thesis, 50% the oral presentation before a three-member committee.



9. Writing the thesis.
10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.
14. Writing the thesis.
15. Writing the thesis.

## Literature



*Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.*

## Similar Courses

» ---, Oxford

# Graduate work

64886

## Course Description

Diploma thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their studies and in which the students must demonstrate their ability to analyze the posed problem or subject from the theoretical, practical and research perspective in the field or branch of science in which their studies are founded. The aim of this course is to allow the students to demonstrate their knowledge of the subject, the ability of independent research, use of literature and the application of scientific and professional methodology.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Collect, investigate and critically read scientific literature;
2. Choose a thesis topic;
3. Write the thesis syllabus;
4. Plan the course of scientific research within a well-defined frame;
5. Define research problems, hypotheses and methods which will be used in order to reach relevant results;
6. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).

## Study Programme Learning Outcomes

### Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Develop oral and written communication skills

Interpret the most important works of certain theoreticians of communication studies, mass communication and journalism and public relations, and critically analyze and evaluate the positions and arguments contained in them

## General Competencies

Apply, classify and distinguish between professional and scientific terminology in the area of research;

Identify, evaluate and use a variety of scientific-research methods in the field of social sciences or humanities, which are applied in the area of research;

Independently conduct scientific research in the area of research with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect various scientific methodologies and perspectives on specific issues and problems in the researched field of social sciences or humanities.

Write a thesis in the Croatian or one of the world's languages in accordance with the scientific and ethical postulates, and defend it before a three-member committee.

ECTS Credits 30.0

English Level L2

E-learning Level L1

Study Hours

### Grading

50% the written thesis, 50% the oral presentation before a three-member committee.



## Screening of student's work

30 ECTS Defence of master thesis

30 ECTS

## Week by Week Schedule

1. Discussion of the topic, its approval and the acceptance of tasks.
2. Writing the thesis.
3. Writing the thesis.
4. Writing the thesis.
5. Writing the thesis.
6. Writing the thesis.
7. Writing the thesis.
8. Writing the thesis.
9. Writing the thesis.
10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.
14. Writing the thesis.
15. Writing the thesis.

## Literature

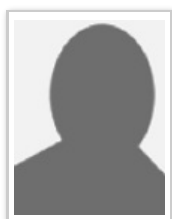
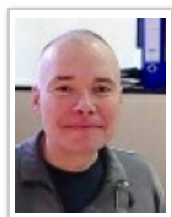


*Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.*

# Graduate work

**211192**

## Teaching Assistants

izv. prof. dr. sc.  
Ivan Balabanićdoc. dr. sc.  
Erik Brezovecizv. prof. dr. sc.  
Ivan Burićizv. prof. dr. sc.  
Irena Cajner  
Mraovićdoc. dr. sc.  
Sandra Carprof. dr. sc.  
Neven Hrvatićdoc. dr. sc.  
Monika  
Komušanacdoc. dr. sc.  
Marica Marinović  
Golubićprof. dr. sc.  
Renato Maticdoc. dr. sc.  
Dario Pavićdoc. dr. sc.  
Ivan Perkovizv. prof. dr. sc.  
Andreja Sršen

ECTS Credits

10.0

English Level

Lo

E-learning Level

L1

Study Hours

60

## Course Description

### Study Programme Learning Outcomes

Dual-major studies

Sociology

# Great Directors of European Cinema

64816



## Lecturer



izv. prof. dr. sc.  
Davor Piskač

## Course Description

Getting to know the greatest directors of European cinema, their work and most important films. The seminar will show these most significant films and provide opportunity for their analysis, criticism and debate.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Name and classify the greats of the European classic film
2. Define their place and role in the history of film and film art
3. Explain the impact of their masterpieces on the society
4. Define and explain the influence of cinema on the society development

## Study Programme Learning Outcomes

Communication Studies

## General Competencies

Define, describe and evaluate European cinema, the history of its development and its central issues. Apply, classify and distinguish professional terminology. Present a reasoned and argued defense of one's own professional attitudes and insights. Expertly and professionally apply the acquired specialist theoretical and practical knowledge.

## Screening of student's work

- o ECTS Pohadanje nastave [EN]
- o ECTS Seminarski rad [EN]
- o ECTS Usmeni ispit [EN]
- o ECTS

## Forms of Teaching

- » Predavanja
- » Seminar

## Week by Week Schedule

1. Sergej Ejzenštejn, Battleship Potemkin (1925); Fritz Lang, M(1931);
2. Fritz Lang, M (1931);

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours  
15  
15

Teaching Assistant  
Željka Struk, prof.

### Grading

Lecture attendance, literature reading and participation in discussions with the professor and the colleagues (50% of final grade), seminar paper (25% of final grade) and exam (25% of final grade).

3. Jean Renoir, *The Rules of the Game* (1939);
4. *Some Like It Hot* – Billy Wilder – 1959;
5. Alain Resnais, *Hiroshima My Love* (1959);
6. Jean-Luc Godard, *Breathless* (1960);
7. Ingmar Bergman, *Wild Strawberries* (1960);
8. Preliminary exam 1;
9. *La dolce vita* [*The Sweet Life*] – Federico Fellini – 1960;
10. *The Good, the Bad and the Ugly* – Sergio Leone – 1966;
11. Jiri Menzel, *Closely Watched Trains* (1967);
12. Federico Fellini, *8 ½* (1963);
13. Vittorio de Sica, *Bicycle Thieves* (1948);
14. Luchino Visconti, *The Leopard* (1963);
15. Preliminary exam 2.

## Literature



PETERLIĆ, *Studije o 9 filmova*, Hrvatski filmski savez, Zagreb, 2002.



PETERLIĆ, *Skica za jednu povijest filma*, U: treći program hrv.radija, 1995.



MARTINAC, *Filmska teka: Filmografija jugoslavenskih i svjetskih redatelja*, Split, 1977.



VINCENT, *Storia del cinema: con 437 illustrazioni*, 1949.

## Similar Courses

- » Povijest i teorija filma, Oxford

# Group Processes and Impacts

130563

## Lecturer



doc. dr. sc.  
Jelena Maričić

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

30

15

## Grading

Group project 30% 2 X  
colloquium (35% + 35%) od  
Written exam 70%

## Course Description

The aim of the course is to familiarize students with the basic knowledge about groups, group dynamics and structures, group phenomena, various forms of social impacts, and with the basic knowledge of social identity, as well as the relationship between social and personal identity.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the basic concepts and theories in the field of groups, group processes, social identity and social impact. Become familiar with key research in the field of groups, group processes, social identity and social impact. Evaluate different theoretical approaches in areas related to the study of groups and group processes - for example in the area of leadership in the field of emotions in groups, in the field of collective behavior ... Apply knowledge of group processes and impacts in practice
2. Explain the key research in the field of groups, group processes, social identity and social impact
3. Evaluate different theoretical approaches in areas related to the study of groups and group processes - for example in the area of leadership in the field of emotions in groups, in the field of collective behavior ...
4. Apply knowledge of group processes and impacts in practice
5. Develop competence to create interventions to improve the functioning of specific groups.
6. Develop an ability of critical evaluation of personally created interventions and interventions created by others, for work with specific groups

## Study Programme Learning Outcomes

### Psychology

Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of members of different social groups and cultures and the specifics of their environmental and social context

Assess the compliance of psychological practice with prescribed ethical principles of psychological activity in various areas of theoretical and applied psychology

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities



Self-evaluate responsibility, autonomy and initiative in work  
 Evaluate the impact of the social context and social changes on human development and the behavior of individuals, groups and systems

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

Create professional and scientific reports based on empirical data using scientific literature as well as select appropriate methods of data analysis and reporting on the results of research and professional work.

## Screening of student's work

1.8 ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

0.6 ECTS Seminarski rad [EN]

0.6 ECTS Usmeni ispit [EN]

4 ECTS

## Forms of Teaching

- » Predavanja
  - » Two hours of lectures per week
- » Seminar
  - » One hour of seminar per week

## Week by Week Schedule

1. Definition, interpersonal and group relations, group dynamics
2. Group formation - motivation to join groups
3. Group development and socialization in groups - phases of the group development
4. Group Structure - roles, authority, communication networks
5. Conflicts in the group - sources of conflict, conflict escalation, conflict resolution
6. Leadership - the nature of leadership, the emergence of leadership, leadership effectiveness
7. Collective behavior - types of collectives, theoretical explanations of collective behavior
8. The first colloquium
9. Transgenerational transfer in groups
10. Groups in situation of crisis
11. Social identity - theoretical approaches to social identity
12. social identity and intergroup conflict, social identity and intergroup harmony
13. Group in context - group frames, ecology of the groups, group territoriality
14. Groups and change – group approaches to change, sources of group change, the effectiveness of groups
15. The second colloquium

## Literature



*Brown, R. (2002). Grupni procesi - dinamika unutar i između grupa. Jastrebarsko: Naklada Slap.*



*Cialdini, R. (1993). Utjecaj - znanost i praksa. Zagreb: MATE. - dovoljan je prikaz knjige na Zimbardovim stranicama, na temu socijalnog utjecaja i odupiranja negativnim učincima socijalnog utjecaja*



*Forsyth, D.R. (2009). Group dynamics - fifth edition. Belmont: Wadsworth/Cengage Learning.*



*Kelly, J.R. (2001). Mood and emotion in groups U M.A. Hogg i S. Tindale (Ur.) Blackwell handbook of social psychology: Group processes. (str.164-181). Oxford: Blackwell Publishers.*

## Similar Courses

- » Uvod u socijalnu psihologiju, Oxford
- » Osnove socijalnog ponašanja, Oxford
- » Socijalna spoznaja i percepcija, Oxford

# Health Psychology

53869



## Lecturer



izv. prof. dr. sc.  
Lovorka Brajković

## Course Description

The aim of the course is to acquire psychological knowledge that can be applied in maintaining and improving health. Students will be trained to apply psychological knowledge and skills contained in a comprehensive, biopsychosocial model in order to help people maintain their health and help them cope better with different health problems.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the comprehensive, biopsychosocial model of approach to health and disease.
2. Explain the effects of psychosocial factors on health, disease, and health behaviour.
3. Explain specific communication between professionals and clients/patients.
4. Demonstrate the associations of stress, coping style, and physical stress.
5. Outline the interrelationship of physical disfunction, disease, and psychological state.
6. Evaluate the presence of psychological mechanisms in the pain experience.

## Study Programme Learning Outcomes

### Psychology

Analyze and, in the context of European and/or world research on the subject phenomenon, interpret and evaluate the findings of similar psychological research conducted in Croatia.

Argue the similarities, differences and usability of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences

Critically judge the outcomes and consequences of one's own professional work, as well as one's own professional competences, knowledge and skills in accordance with changes and standards of the profession and national and European regulations

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of members of different social groups and cultures and the specifics of their environmental and social context

Support cooperation in interdisciplinary team work and create constructive professional relationships with experts of collaborating disciplines

Assess one's own oral and written professional communication skills and create complex communications and interdisciplinary cooperation in different

ECTS Credits 4.0

English Level L1

E-learning Level L2

Study Hours

30

15

Teaching Assistant

Dora Korać, mag. psych.

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).

professional environments

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities

Evaluate different theories, paradigms and methodological approaches in psychology when planning assessment and interventions with individuals, groups and organizations

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Support collaboration in interdisciplinary team work and establish constructive professional relationships with experts from associated disciplines.

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

4 ECTS

## Forms of Teaching

» Predavanja

» Interactive lectures

» Seminar

» Seminars on the applied methods of health psychology

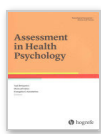
## Week by Week Schedule

1. Introduction to health psychology: The biopsychosocial model of approach to health and disease.
2. Health beliefs and illness cognitions
3. Health behaviours: theoretical approaches
4. Health behaviours: Methods of behaviour change
5. Stress and physical health
6. Stress management: Coping styles and health
7. Pain: Characteristics, theories, psychological factors
8. Pain measurement
9. Somatopsychology: Pshysical disfunctions, illness and psychological state.
10. Psychological problems of persons with chronic illness: Coronary heart disease, cancer and HIV
11. Psychological problems of persons with chronic illness: Diabetes, children with chronic illness, women's health issues
12. Communication with patients and their families.
13. Children in hospital
14. Measuring health
15. Health psychology: A discipline and a profession

## Literature



Havelka, M. (Ur.) (2002).  
*Zdravstvena psihologija*,  
Naklada Slap



Yael Benyamini, Marie  
Johnston, Evangelos C.  
Karademas (Eds) (2016).  
*Assessment in Health  
Psychology*, Hogrefe

## Additional Literature



Hudek-Knežević, J, Kardum. I.  
(2006). *Stres i tjelesno zdravlje.*  
*Psihosocijalne odrednice tjelesnog  
zdravlja.*, Naklada Slap.

## Similar Courses

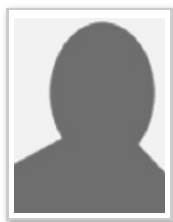
» Health Psychology, Oxford

# Heritage of Other Cultures in the Croatian Culture

201518

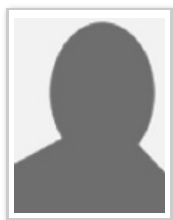


## Lecturer



Bojan Marotti,  
izv. prof. dr. sc.

## Associate Lecturer



Petar Ušković  
Croata,  
mag. educ. philol.  
et lat. croat.

## Course Description

The aim of the course is to show in numerous examples, through a series of analytical insights and synthetic views, how Croatian culture is shaped by a series of very intense contacts with the nearest neighboring cultures, but also with those more important geographically very distant cultures. This relationship will be studied here synchronically as well as diachronically, showing the long-lasting cultural patterns that came to Croatian culture from the ancient and even earlier periods. The purpose of this study is to examine the key features of Croatian identity that are permeated with foreign elements and on which these foreign elements are assimilated and taken over or directed by other environments to become cultural layers in them.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze insights into the complexity of Croatian cultural identity
2. Analyze and identify related issues and interpret them from the standpoint of intertextuality and the comparative methodology that are going to be adopted
3. Define knowledge about the development of Croatian culture and about its interpreters and their misconceptions
4. Analyze complex questions about Croatian identity
5. Describe historical stages in the development of Croatian culture and the dominant foreign influences in their realization

## Study Programme Learning Outcomes

Dual-major studies

Croatology

- Define, analyze and argue the Croatian cultural narrative
- Single out the characteristics of Croatian culture in the diaspora
- Critically relate to mastered content and argue your conclusions in written and oral form
- Describe and classify the legacy of other cultures within Croatia
- Recognize and classify Croatian writers of European and world references
- Recognize and argue the influence of religion and philosophy on Croatian culture

Croatology

### Screening of student's work

2 ECTS Pohađanje nastave [EN]

2 ECTS Praktični rad [EN]

4 ECTS

### Week by Week Schedule

1. Continuities of Medieval Literature with Pre-Slavic Mythology, Illyrian Period and Antiquity. Analysis of epigraphy from Salona, island of Vis, Lumbarda on Korčula and Živogošće.
2. Analysis of medieval epigraphy and the oldest Croatian personalities: Čika, Vekenega, Petar Črni, queen Jelena.
3. Croatian Renaissance Literature in a European Context. Italians about Croats. Croatian in Italy: Zuan Polo.
4. Mechanical research by Faust Vrančić and their relatives.
5. The case of Juraj Križanić and his Russian mission in context of centuries relations between Croatia and Russia.
6. Giacomo Casanova and the Croats. Ivan Kreljanović and his Venetian Theatrical Success.
7. Examples of Maritime Literature. The linguistic intertwining of the Mediterranean and the contact of the Arab, Greek and Romanesque worlds with the Croatian. Relations with the Turkish language.
8. Spiritual Activity of Croats in Exile and Diaspora: Ivan Ilić, Antun Bonifačić, Ante Ciliga, Ivan Meštrović, Jozo Kljaković...
- 9.
10. Croatian Indias. Analysis of texts from the Middle Ages to Ivana Brlić Mažuranić and Malnar.
11. Literary Itineraries of Croatian Writers. Egyptomania since its' strengthening in the 18th century and then especially at the time of Napoleon's conquests. Echoes of Egyptomania in Recent Croatian Culture.
12. Rickard the Lionheart in the Adriatic. Croats in the Great Britain.
- 13.
14. Croatian cuisine: Petronius' fragment found in Trogir. The Question of Culinary in World Literary History. Veljko Barbieri: his literary and culinary work.
15. Balkan literary overlapping's: ožkanje's, bulgarštica's, etc.

### Literature



Katičić, Radoslav (1998).  
*Litterarum studia.*  
*Književnost i naobrazba*  
*ranoga hrvatskog*  
*srednjovjekovlja*, Matica  
hrvatska, Zagreb



Ivančević, Radovan (1986).  
*Umjetničko blago Hrvatske*,  
Motovun



Katičić, Radoslav i Novak, Slobodan Prosperov (1987). *Dva tisućljeća pismene kulture na tlu Hrvatske*, Sveučilišna naklada Liber, Zagreb



Trpimir, Macan (1971). *Povijest hrvatskog naroda*, Matica hrvatska, Zagreb



Ivo Banac (1991). *Hrvatsko jezično pitanje*, Društvo hrvatskih književnika, Zagreb

### Similar Courses

» History of Croatian Culture, Oxford



# Historiography Practicum

202867

## Course Description

The objective of the course is to develop the skills of academic writing of historiographic text that are useful in writing any work. In doing so, a template will be used whereby high-quality academic text starts from critical reading, relation to the texts of other historians, and the identification of key author's theses. This approach shapes one's own image of read texts on a particular topic and shapes one's ideas. Only then does one think of ways in which these ideas could be organized and presented in the form of written work, taking into account a number of things (topic, purpose and scope of work, audience, place of publication...). These skills will be developed through joint discussions and individual consultations on the results of particular exercises. The second objective of the course is to distinguish and adopt acceptable from unacceptable forms of academic writing (academic standards, plagiarism, the meaning of categories of papers, ethical standards ...).

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain acceptable and unacceptable forms of academic writing
2. Identify the main points and the way of their argumentation in the texts of individual authors
3. Explain the theories of other authors
4. Explain and summarize your own ideas
5. Explain and produce a coherently formatted academic text
6. Apply acquired knowledge in writing papers

## Study Programme Learning Outcomes

Dual-major studies

History

History

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Esej [EN]
- 1 ECTS Referat [EN]
- 3 ECTS

## Week by Week Schedule

1. Introduction: Getting to know the students, their obligations and how to take the exams
2. What is an academic writing?
3. Critical reading of historiographical text, recognition of original contributions, original and missed theses
4. Writing historiographical text, thought organization ideas
5. Writing historiographical text, developing ideas, structure of work, first version, reworking
6. Categories of papers in historical sciences
7. The research process
8. Where and how to publish a paper?
9. Plagiarism

ECTS Credits	3.0
English Level	L1
E-learning Level	L2 (10%)
Study Hours	30
Grading	Assessment consists of regular attendance and writing of essays and papers

10. Discussion and individual consultation
11. Discussion and individual consultation
12. Discussion and individual consultation
13. Discussion and individual consultation
14. Discussion and individual consultation
15. Discussion and individual consultation

## Literature



Jane E. Aaron (2004). *LB*,  
Longman



Michael J. Galgano, J. Chris  
Arndt, Raymond M. Hyser  
(2012). *Doing History:  
Research and Writing in the  
Digital Age*, Cengage  
Learning



W. K. Storey (1999). *Writing  
History: A Guide for Students*,  
Oxford University Press

## Similar Courses

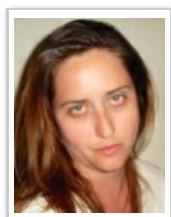
» Akademsko pisanje, Oxford

# History and Archeology

202967



## Lecturer



doc. dr. sc.  
Eva Katarina  
Glazer

ECTS Credits 3.0

English Level L2

E-learning Level L1

Study Hours 30

## Grading

Student activity will be monitored throughout the entire semester. Attendance is mandatory. The final exam is oral. Field class is mandatory. Students must write two seminars and present it during lectures.

## Course Description

Course objectives are to introduce students with archaeology as a discipline and its methods and its contribution to history, with emphasis on classical archaeology.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List and explain the related disciplines.
2. Define the development of archaeology as a scientific discipline.
3. Explain the archaeological methods.
4. Explain the methods of the conservation of the excavated material.
5. List contemporary guidelines of museology.
6. Identify the most important archaeological sites in Croatia and several European and Near Eastern sites.

## Study Programme Learning Outcomes

Dual-major studies

History

History

## General Competencies

After finishing the programme student will be able to: define the methods of archaeology; identify the most important archaeological sites; explain the connection between archaeology and history and the importance of the interdisciplinary research; interpret several finds.

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Seminarski rad [EN]
- 1 ECTS Usmeni ispit [EN]
- 3 ECTS

## Forms of Teaching

- » Predavanja
  - » lecture
- » Seminar

- » students prepare short lecture about chosen archaeological site
- » Terenske vježbe
  - » students visit several museums in Zagreb and archaeological park Andautonia

## Week by Week Schedule

1. Introduction to course;
2. The history of archaeology; The development of archaeology as a scientific discipline
3. Review of related disciplines (anthropology, geology, paleontology, etc) and the introduction to subdiscipline (such as underwater archaeology); Discussion
4. Archaeological methods (through the history of the research of selected site students get acquainted with the excavation methods)
5. Archaeological methods (through the history of the research of selected site students learn about the analysis of the finds); Discussion
6. Methods of conservation and museology
7. Students prepare lectures about chosen archaeological sites in Croatia; Discussion
8. Students prepare lectures about chosen archaeological sites in Croatia; Discussion;
9. Field class - Archaeological Museum in Zagreb
10. Students prepare lectures about chosen archaeological sites in Europe; Discussion;
11. Students prepare lectures about chosen archaeological sites in Europe; Discussion;
12. Field class - Museum of Zagreb
13. Students prepare lectures about chosen archaeological Near eastern sites; Discussion;
14. Field class - visit of archaeological park near Zagreb (ancient site of Andautonia)
15. Final lecture/ guest lecture

## Literature



Bahn P. (2006). *Arheologija. Tragovima velikih civilizacija, Uliks*



Durman A. (ur) (2006). *Stotinu hrvatskih arheoloških nalazišta, Leksikografski zavod Miroslava Krležę, Zagreb*

## Similar Courses

- » Archaeology 101, Oxford

# History of Christianity in Croatia

57136

## Lecturer



izv. prof. dr. sc.  
Davor Piskač

## Associate Lecturer



Petar Bilobrk,  
dr. sc.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours 30

### Grading

Class attendance, seminar assignments, preliminary exams, oral or written final exam.

## Course Description

Since Christianity is one of the essential elements of Croatian identity and that Europe, indeed, rose from Christian roots, the main objective of the course is to familiarize the students with the historical processes and events related to the Church (in the broadest sense of the word), and which shaped and strengthened the Croatian identity. The issue in question is not the identification of the religious with the national, but rather their mutual understanding and interpretation. Through the lectures, which are organized around selected questions and supplemented with individual work, the students will become capable of understanding the issues and problems of the Croatian religious history and, ultimately, of working in the interdisciplinary field of Croatology more fruitfully.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the course of the history of Christianity among the Croats.
2. Determine the key events and protagonists of the Croatian history.
3. Explain historical events in the causal process.
4. Connect the events from the Croatian religious history with the events at the European and historical scene.
5. Connect the events from the Croatian religious history with the events at the world's historical scene.
6. Present the hierarchy of historical events.
7. Discern their relevance of the historical events for the present moment.
8. Present Christianity as a component of the Croatian identity.

## Study Programme Learning Outcomes

Croatology

Recognize and argue the influence of religion and philosophy on Croatian culture

## General Competencies

The students are expected to master the general chronological order of the history of Christianity in Croatia, to understand the context of specific events and to be able to understand the entire history of Christianity in Croatia as part of the Croatian culture. They will be taught to critically evaluate the present moment into which Christianity is unquestionably woven, and to read the Croatian identity in the context of global processes.

## Screening of student's work

0.25 ECTS	Pohađanje nastave [EN]
0.25 ECTS	Esej [EN]
4.5 ECTS	Pismeni ispit [EN]
0 ECTS	Usmeni ispit [EN]
<hr/>	
5 ECTS	

## Forms of Teaching

- » Predavanja
  - » Student will be presented with the topic through lectures.

## Week by Week Schedule

1. Introductory questions: demarcation of the concepts presented in the course title; Christianity before the arrival of Croats
2. Benedictine monasticism on Croatian soil and its implications
3. The role of the Church in the science and education of Croats in the Middle Ages
4. Franciscans among Croats
5. The Bosnian-Hum Church
6. Protestantism on Croatian soil
7. The Council of Trent and the era of Catholic renewal; the Society of Jesus
8. Pontifical Croatian College of St. Jerome in Rome
9. Unionist movement and controversist theology
10. The Church at the time of the Enlightenment and National Revival
11. Prominent Croatian missionaries; the role of the Croatian Catholic missions in the shaping of identity
12. The Church in the atmosphere of two world wars
13. The Second Vatican Council
14. Prominent Croatian theologians
15. The Christian communities in Croatia and the ecumenical activity

## Literature



Juraj Kolarić (2006). *Povijest kršćanstva u Hrvata, I: Katolička crkva u Hrvata*, Hrvatski studiji, Zagreb



Juraj Kolarić (2006). *Povijest kršćanstva u Hrvata, II: Kršćani na drugi način*, Hrvatski studiji, Zagreb



Juraj Kolarić (2006). *Povijest kršćanstva u Hrvata, III: Quaestiones selectae*, Hrvatski studiji, Zagreb

## Similar Courses

- » Filozofski fakultet u Zagrebu, Odsjek povijesti, kolegij: Kršćanstvo II, Oxford

# History of Christianity in Croatia

203989

## Lecturer



izv. prof. dr. sc.  
Davor Piskač

## Associate Lecturer



Petar Bilobrk,  
dr. sc.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

### Grading

Class attendance, seminar assignments, preliminary exams, oral or written final exam.

## Course Description

Since Christianity is one of the essential elements of Croatian identity and that Europe, indeed, rose from Christian roots, the main objective of the course is to familiarize the students with the historical processes and events related to the Church (in the broadest sense of the word), and which shaped and strengthened the Croatian identity. The issue in question is not the identification of the religious with the national, but rather their mutual understanding and interpretation. Through the lectures, which are organized around selected questions and supplemented with individual work, the students will become capable of understanding the issues and problems of the Croatian religious history and, ultimately, of working in the interdisciplinary field of Croatology more fruitfully.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the course of the history of Christianity among the Croats.
2. Determine the key events and protagonists of the Croatian history.
3. Explain historical events in the causal process.
4. Connect the events from the Croatian religious history with the events at the European and historical scene.
5. Connect the events from the Croatian religious history with the events at the world's historical scene.
6. Present the hierarchy of historical events.
7. Discern their relevance of the historical events for the present moment.
8. Present Christianity as a component of the Croatian identity.

## Study Programme Learning Outcomes

Dual-major studies



History

History

## General Competencies

The students are expected to master the general chronological order of the history of Christianity in Croatia, to understand the context of specific events and to be able to understand the entire history of Christianity in Croatia as part of the Croatian culture. They will be taught to critically evaluate the present moment into which Christianity is unquestionably woven, and to read the Croatian identity in the context of global processes.

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

2.5 ECTS Kolokviji [EN]

3 ECTS

## Forms of Teaching

» Predavanja

» Student will be presented with the topic through lectures.

## Week by Week Schedule

1. Introductory questions: demarcation of the concepts presented in the course title; Christianity before the arrival of Croats
2. Benedictine monasticism on Croatian soil and its implications
3. The role of the Church in the science and education of Croats in the Middle Ages
4. Franciscans among Croats
5. The Bosnian-Hum Church
6. Protestantism on Croatian soil
7. The Council of Trent and the era of Catholic renewal; the Society of Jesus
8. Pontifical Croatian College of St. Jerome in Rome
9. Unionist movement and controversialist theology
10. The Church at the time of the Enlightenment and National Revival
11. Prominent Croatian missionaries; the role of the Croatian Catholic missions in the shaping of identity
12. The Church in the atmosphere of two world wars
13. The Second Vatican Council
14. Prominent Croatian theologians
15. The Christian communities in Croatia and the ecumenical activity

## Literature



Juraj Kolarić (2006). *Povijest kršćanstva u Hrvata, I: Katolička crkva u Hrvata*, Hrvatski studiji, Zagreb



Juraj Kolarić (2006). *Povijest kršćanstva u Hrvata, II: Kršćani na drugi način*, Hrvatski studiji, Zagreb



Juraj Kolarić (2006). *Povijest kršćanstva u Hrvata, III: Quaestiones selectae*, Hrvatski studiji, Zagreb

## Similar Courses

- » Filozofski fakultet u Zagrebu, Odsjek povijesti, kolegij: Kršćanstvo II, Oxford

# History of Croatian Cinema

61935

## Lecturers



izv. prof. dr. sc.  
Davor Piskač



Silvestar Mileta,  
pred.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

class activity 20% colloquium  
20% essay 30% oral exam 30%

## Course Description

The main goal of this class is to introduce the history of Croatian cinema to students, with special emphasis on the different approaches to the study of film history and the position of the Croatian cinema within the global context, especially in terms of industry and ideology. Considering this goal we are going to establish an overview of the aesthetic and social history of the national cinema, with insight into the most significant directors' and authors' oeuvres, genres and stylistic movements. We are going to position Croatian film in its Central European and Mediterranean context, viewed in the lens of popular and national culture, as well as through the prism of leading art medium of the 20th century. Although we are going to focus predominantly on feature length fiction film, separate lectures will be dedicated to documentaries, Zagreb school of animation, as well as to leading experimental cinema authors. For students without prior film studies experiences, overview of basic terminology will be offered, as well as guidelines for critical approach to contemporary Croatian film production.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply the history of art in the history of cinema
2. Analyze and understand the aesthetics and the issues of aesthetic changes (on the example of film)
3. Apply the knowledge of critical theory and the theory and history of literature (especially from narratology and the study of popular culture) in the area of film
4. Apply the interpretation and textual analysis (in the area of film analysis)
5. Recognize the fundamental film narrative styles (classical and modernist)
6. Recognize the fundamental stylistic determinants of a film, along with the ability to analyze and interpret the film at the fundamental level of stylistic interpretation

## Study Programme Learning Outcomes

Communication Studies

Croatology

Synchronous and diachronically relate and analyze the influence of literary culture on Croatian stage and film arts

## General Competencies

The students should be able to situate the history of film in the general context of art history, to further understand the aesthetics and the issues of aesthetic changes (on the example of film), to apply their knowledge of critical theory and the theory and history of literature (especially from narratology and the study of popular culture) in the area of film, as well as to apply the interpretation and textual analysis (in the area of film analysis).

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1.5 ECTS Esej [EN]
- 1 ECTS Kolokviji [EN]
- 1.5 ECTS Usmeni ispit [EN]

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- 5 ECTS

## Forms of Teaching

- » Predavanja
  - » Frontal teaching with film examples (screenings)

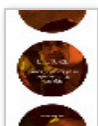
## Week by Week Schedule

1. Introduction and methodological elaboration of the history of Croatian cinema
2. Croatian cinema in the global context (film stylistic epochs)
3. Archaeological period of Croatian cinema (1896-1941). The School of Public Health, Oktavijan Miletić
4. State cinema (NDH, FNRJ) and the classical style in the 1940s i early 1950s
5. Feature film realisms of the classical style in the 1950s
6. Canonical classical style of feature film. Branko Bauer
7. Documentary film from the classic style to the modernist film-essay
8. Late classic style and/or early modernist style (Branko Belan, Branko Bauer)
9. Film modernism I (auteur cinema, new wave aesthetics)
10. Film modernism II (high modernism, Vatroslav Mimica)
11. Film modernism III (political cinema, "post-Croatian Spring" cinema of the ethical unease)
12. Late modernism, early postmodernism (the Prague School, new genre cinema of the 1980s)
13. Postmodern, populist, art and genre cinema of the 1990s and 2000s - new national cinema
14. Zagreb School of Animation
15. Conclusion and evaluation

## Literature



Gilić, Nikica (2010). *Uvod u povijest hrvatskog igranog filma*, Leykam international



Pavičić, Jurica (2017). *Klasici hrvatskog filma jugoslavenskog razdoblja*, Hrvatski filmski savez



Škrabalo, Ivo (1998). *101 godina filma u Hrvatskoj 1896-1997.*, Nakladni zavod Globus



Turković, Hrvoje (2005). *"Filmske pedesete"*, *Hrvatski filmski ljetopis*, god. 11, br. 41, str. 122-131., Hrvatski filmski savez



Turković, Hrvoje (2009).  
*"Filmski modernizam u  
ideološkom i populističkom  
okruženju"*, *Hrvatski filmski  
ljetopis*, god. 15, br. 59, str. 92-  
106., Hrvatski filmski savez

# History of Croatian sociology

211199

## Lecturers



prof. dr. sc.  
Renato Matic



Goran Batina,  
pred.

## Course Description

The history of Croatian sociology is comparative-analytical and reflexive historical and sociological discipline that deals with the reconstruction of the social circumstances that have influenced the formation and development of sociology in Croatia, examines the process of its institutionalization and theoretical and empirical development, provides an overview of sociological heritage (typology of ideological orientations and theoretical directions of its main representatives, founders of special sociology), and evaluate their scientific relevance and contribution with regard to contemporary Croatian society and recent sociological research.

Reconstruction of the social circumstances means exploration of political, economic, cultural and social changes of the Croatian society of the period of formation of sociology in Croatia up to the present day.

In addition to the application of knowledge in the specific fields of sociology (sociology of Croatian society, systematic sociology, sociology of knowledge and science, social history of ideas, sociology, sociology), involves the use of additional scientific fields (history, ethnology, political science, law, economics, literature). In this sense is reflected in the general education function of the object.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze and understand the processes of modernization of Croatian society.
2. Explain and understand the impact of social, political, economic, technological, scientific, historical and cultural circumstances in the institutionalization and development of sociology as science and profession in Croatia.
3. Distinguish stages and types of development sociology in Croatia.
4. Use the methodology of research the history of science
5. Define basic sociological concepts - general and specific for Croatian society.
6. Compare the major works of Croatian sociological classics, their theoretical orientations and applied researches, and evaluate their contribution to the knowledge of the Croatian society and the development of sociology in Croatia.
7. Compare the development of sociology in Croatia with other countries.
8. Argue the social role and function of the profession sociologist in Croatian society.

## Study Programme Learning Outcomes

Dual-major studies

Sociology

ECTS Credits 3.0

English Level L3

E-learning Level L1

Study Hours  
15  
15

## Grading

Each attendance at lectures and seminars monitors and records, and together with active participation in discussions delivers 20% of the grade.

Personally oral presentation prearranged seminar topics and preparation of a written term paper carries 30% of the final grade. Final oral exam carries a maximum of 50% (excellent). Written exam (questions with indoor and outdoor modes of response) + essay writing and oral exams for students / student dissatisfied with the assessment of the written exam.



Interpret certain social processes using knowledge of sociological theories  
Compare different theoretical traditions in sociology

#### Sociology

Interpret certain social processes using knowledge of sociological theories  
Compare different theoretical traditions in sociology

### Forms of Teaching

#### » Predavanja

» Teaching is carried out orally, by PP presentation. Students' questions and discussions are an integral part of the lecture.

#### » Seminar

» Teaching is carried out orally, by PP presentation. Students' questions and discussions are an integral part of the lecture.

### Week by Week Schedule

1. HISTORY OF CROATIAN SOCIOLOGY - OBJECT, MEANING, PURPOSE AND GOAL: an introduction to the subject of the history of Croatian sociology - familiarize students with the meaning and purpose of knowledge of national social tradition in the context of their own choice of sociology; defining objects and basic concepts: "heritage", "tradition", "sociology", "croatian sociology", "history", "historiography", "ideology", "marxism", "nationalism", "epistemology", "monopoly", "pluralism", "monarchy", "republic", etc.; determining historical sources; setting limits and touch the place with other sciences and of sociology: history, systematic sociology, sociology of knowledge and science, sociology, social history of ideas. The explanation and interpretation of the relevance of the impact of social change on the development of sociology. The interpretation of discontinuity in the development of sociology in Croatia.
2. THEORETICAL AND METHODOLOGICAL APPROACHES TO THE STUDY OF HISTORY OF SOCIOLOGY: approaches and methodological problems of studying the history of sociology ("historical" and "presentist" approach, Textualism and contextualism, the relationship between the scientific consistency and the history of science, humanistic and scientific aspects of sociology, attitude ideology and sociology, the distinction sociological approach from other social-scientific approaches in the texts of "precursor", etc.). Interpretation of adequate methodological choices regarding the type of object that is being investigated.
3. BEGINNINGS OF SOCIAL THOUGHT IN CROATIA - PRECURSORS: the development of socio-political ideas integration precursor Croatian social thought in the context of social change since the end of the seventeenth to the end of the nineteenth century (Paul Ritter Vitezović Juraj Krizanic, Janko Draskovic, Ante Starcevic until today)
4. FIRST MODERNIZATION AND ITS EFFECTS: general-social, cultural, ideological and scientific circumstances institutionalization of Croatian sociology (the end of XIX and beginning of XX century.) / Comparison with the institutionalization of sociology in the world (industrialization, urbanization, bureaucratization) - a civil society in the making).

5. INSTITUTIONALIZATION OF THE SOCIOLOGY IN CROATIA - basic directions, social circumstances, science and culture requirements / Formative period Croatian sociology to 1918 - Austria-Hungarian geopolitical context: a. Law-ethnology and sociology from Balthazar Bogisic; b. The institutionalization of sociology at the Department for criminal sociology at the Faculty of Law, University of Zagreb (1906-1918); Ernest Miller - first professor of sociology (works and lectures); Dinko Tomašić, Vuk Vernić, Darko Gašparović; c. sociology as a positive science and instrument of social policy (the establishment of the Sociological Society in Zagreb in 1914); d. The institutionalization and development of Catholic sociology (Vilko Anderlič); e. Rural Sociology in the context of social programs peasant movement and ideology from Antun Radić (Continued research Baltazar Bogišić); f. the influence of the socialist and feminist ideas in social thought in Croatia (Vera Erlich), the emergence of social literature - Vjenceslav Novak.
6. Development of sociology in the Context of the Kingdom of Yugoslavia: The development of sociology in the geopolitical context of the Kingdom of Yugoslavia (1918-1941) - a description and interpretation of the role of the new geopolitical context of the social and cultural changes in Croatia - especially by questions of national identity and emancipation.
7. IDEOLOGICAL AND INSTITUTIONAL SEGMENTATION CROATIAN SOCIOLOGY BETWEEN TWO WORLD WARS (Ivan Esih): the national-emancipatory ideas: Ivo Pilar and geopolitical approach to the national problem / Milan Šufflay irasni approach to the national question.
8. SOCIAL - Emancipation IDEAS: socio-economic theory / social and economic position of Croats (Rudolf Bičanić, Milan Ivšić).
9. CULTURAL ETHNOSOCIOLOGY: ideal-types of livestock and arable mentality / Dinko Tomasic
10. RADICAL-VIOLENT (revolutionary) IDEAS AND MOVEMENTS: Marxism in the context of the communist movement (Bozidar Adžija, Ognjen Prica, etc.). Fascism as an ideology in Croatia
11. ESTABLISHMENT AND DEVELOPMENT OF SPECIAL SOCIOLOGIES: sociology army and war, crime sociology, sociology of the village, sociology of power, sociology of elites and others.
12. Sociology in Croatia during the NDH: the geopolitical context of the Second World War and the radical-violent regime NDH (work Sociological newsroom Croatian encyclopedia, publishing vs. changing the name of the Department of Sociology, persecution and murder unsuitable "sociologists").
13. ABOLITION OF SOCIOLOGY 1945.: beginning of discontinuity - the abolition of bourgeois sociology as a science in 1945 by introducing historical materialism. Other modernization. The relationship of ideology and profession in Croatia sociology.
14. DEVELOPMENT OF SOCIOLOGY IN CROATIA FROM 1945 - TODAY: from ideologisation towards professionalisation (to work Z. Sporer)
15. EVALUATION OF COURSE AND FINAL LECTURE AND DISCUSSION, the referentiality idea of Croatian sociology and 1945 in the contemporary Croatian sociology and understanding of today's social events.

## Literature



Dinko Tomašić (2013). *Društveni i politički razvitak Hrvata, Jesenski i Turci* i Hrvatsko sociološko društvo



Goran Batina i Juraj pl. Tomičić (2006). *Počeci sociologije u Hrvatskoj / Počela sociologije*, Kultura i Društvo



Rudolf Bičanić (1996). *Kako živi narod; život u pasivnim krajevima*, Pravni fakultet Sveučilišta u Zagrebu : Globus



Antun Radić (1997). *Osnova za sabiranje i proučavanje građe o narodnom životu, Dom i svijet*



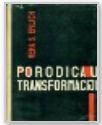
## Additional Literature



Rade Kalanj (2007).  
*Suvremenost klasične teorije /  
poglavlje: Današnje značenje  
klasičnih socioloških teorija,*  
Politička kultura



Milan Benc (1971). *Metoda V.  
Bogišića na prikupljanju građe  
o društvenim pojavama. U:  
"Zbornik za narodni život i  
običaje južnih slavena",* [http://  
dizbi.hazu.hr/object/view/v  
Lb9c2KbaP](http://dizbi.hazu.hr/object/view/vLb9c2KbaP); JAZU



Vera St. Erlich (1964).  
*Porodica u transformaciji :  
studija u tri stotine  
jugoslavenskih sela,* Naprijed



Ruža First (1981). *In  
memoriam Veri St. Erlich /  
"Sociologija sela",* Hrvatsko  
sociološko društvo

# History of education

202850



## Lecturers



izv. prof. dr. sc.  
Vlatka Vukelić



doc. dr. sc.  
Mijo Beljo

## Course Description

The aim of the course is to learn about the history of education in general and specifically in the Croatian regions through all eras, from the Middle Ages to the early modern period and the first public gymnasium, the reform of the Viennese court and the process of establishing mass schools to modern education in the 20th century.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the historical processes inherent in individual historical periods
2. Show clearly and concisely the basic course of the development of education in the world and in Europe until the end of the Middle Ages
3. Describe the development of education in the Croatian countries in the period from the 16th to the 18th century
4. Define the importance of Maria Theresa's and King Joseph's educational reforms
5. Describe the development of education in the Croatian countries in the 19th century
6. Compare the development of education in Croatia in the 20th century with that of other modern European countries
7. Explain individual historical sources

## Study Programme Learning Outcomes

### Dual-major studies

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

### History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Formulate arguments for and against mutually opposing points of view

Connect and evaluate different historical points of view, including the points of view of Croatian historians in the context of the history of science

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Pismeni ispit [EN]

3 ECTS

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

During the classes, the activity of each student will be monitored, which will be reflected in the overall grade. It is obligatory to attend classes. The exam is oral.



## Week by Week Schedule

1. Acquaintance of students with course obligations
2. Education in antiquity to the Renaissance
3. Modern ages schooling and school systems
4. School and educational theories in the 19th and 20th centuries
5. Monastic and Kaptol schools in the Middle Ages in Croatia
6. Franciscan contribution to Croatian education in Croatian regions
7. Dominican schools and their significance in the Croatian cultural past
8. Women's monasteries and their educational activities. Ursuline girls and their girls' schools
9. Jesuits and public grammar schools in Croatian regions in the 17th and 18th centuries
10. Cultural and social aspects of Jesuit courses
11. Croatian schools and institutions abroad (Bologna, Loreto, Fermo, Rome, Vienna, Trieste) from the 16th to the 19th century
12. School reforms of the Vienna court and their repercussions in Croatia in the 18th and 19th centuries
13. The first Croatian school laws in the 19th century and mass education
14. Croatian education through political and social turmoil in the 20th century
15. The crisis of modern education, critiques and perspectives for the future

## Literature



Emerik Munjiza (2009).  
*Povijest hrvatskog školstva i pedagogije*, Sveučilište J.J. Strossmayera u Osijeku, Filozofski fakultet

## Additional Literature



Dragutin Franković (1958).  
*Povijest školstva i pedagogije u Hrvatskoj*, Pedagoško književni zbor

## Similar Courses

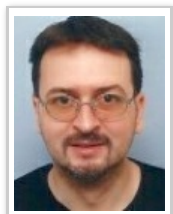
- » Društvene promjene u Hrvatskoj u XX. stoljeću, Oxford

# History of Egypt, Greece and Rome in Film Art – Facts vs. Fiction

202895



## Lecturer



izv. prof. dr. sc.  
Mladen Tomorad

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Grading

Seminar paper/Presentation

## Course Description

The aim of the course is to enable students to recognize difference between facts shown in motion pictures and the real historical facts. Within the course, students will learn interdisciplinary approach of this subject through various motion pictures filmed during 20th and early 21st century and the historical sources (mythology, architecture, letters, biographies, epigraphical sources, paintings, mosaics etc.). After the whole course students will be able to demonstrate their knowledge about this subject and the difference between facts shown in movies and the facts based on the historical sources and literature.

During the course students will get review of the most important motion pictures related to the history of Ancient Egypt, Greece and Rome and the historical sources.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe key historical facts of the motion pictures and historical figures shown in these movies
2. Explain the meaning of the Ancient world
3. Identify the major characteristics of the motion pictures related to the history of Ancient Egypt, Greece, and Rome
4. Identify the key issues of the history of Ancient Egypt, Greece and Rome
5. Identify 4) understand the key issues of the various myths and legends of the heroes shown in the motion pictures
6. Identify the the key issues and development of motion pictures related to the Ancient world

## Study Programme Learning Outcomes

### Dual-major studies

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

### History

Design discussions and provide comments that enable the explanation of a number of issues of a social, cultural or political nature

Apply established historical terminology and nomenclature

### History

Design discussions and provide comments that enable the explanation of a

number of issues of a social, cultural or political nature  
 Present complex scientific and non-scientific content in written and oral form  
 Apply traditional historical terminology and nomenclature

### Screening of student's work

1 ECTS Pohadanje nastave [EN]  
 1 ECTS Referat [EN]  
 1 ECTS Seminarski rad [EN]  
 3 ECTS

### Week by Week Schedule

1. Introduction
2. History of Ancient Egypt in the Motion Pictures
3. Selected 1st movie part 1
4. Selected 1st movie part 2  
Discussion
5. Selected 2nd movie part 1
6. Selected 2nd movie part 2  
Discussion
7. Greek history in the motion pictures
8. Selected 1st movie part 1
9. Selected 2nd movie part 2  
Discussion
10. Selected 2nd movie part 1
11. Selected 2nd movie part 2  
Discussion
12. Roman history in the motion pictures
13. Selected movie part 1
14. Selected movie part 2
15. Coloquium

### Literature



Tomorad, Mladen (2013).  
*Ancient Egypt, Greece and Rome in Motion pictures - Facts vs. Fiction*, Hrvatski studiji



Tomorad, Mladen (2014).  
*The history and culture of Ancient Greece and Rome in Motion Pictures*, Hrvatski studiji

### Similar Courses

» The history and culture of Ancient Greece and Rome in Motion Pictures, Oxford

# History of Military Border

202897

## Lecturer



doc. dr. sc.  
Kristina Milković

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Grading

Lectures are obligatory to attend. Exam is oral.

## Course Description

The goal of the subject is to interpret the history of the Military Border in military, social, economical and legal aspects from 16 Century until 1881. Students will be get acquainted with historical process in Military Border which became the main cause of her historical speciality in Croatia and in Habsburg Monarchy as well.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Get acquainted with main facts and processes which made impact on military border
2. Get acquainted with military system and military history in generally
3. Get acquainted with military societies and changes within those societies
4. Get acquainted with process of modernization from "above"
5. Compare military system in different periods
6. Analyse differences between military and civil areas of Croatia in the past

## Study Programme Learning Outcomes

Dual-major studies

History

History

## Forms of Teaching

» Predavanja

» During the lectures it would be discussed the main problems in history of military border.

## Week by Week Schedule

1. Introductory Lecture: Sources, Literature and Approaches
2. The Organisation of Military Border in 16 Century
3. Habsburg-Ottoman Conflict on the Border Area: četovanje and Small War
4. Reorganization of the Military Border in the Half of the 18 Century: organization of the regiment
5. Soldiers from Military Border in the war affairs outside of the Military Border: reality and myths
6. The Disappearance of the Different Autonomys in Military Border: common law and state law-making

7. "High classes": Officers, officials, citizens
8. Society in Military Border as Society of Violence
9. Economy in Military Border: monetary and non-monetary system
10. Everyday Life and Family in Military Border
11. Cities in Peasant Society: Headquarters Places and "Militar-Communities"
12. Comparison of Three Border Systems: Habsburg, Venetian and Ottoman
13. Year 1848 in Military Border: Conservative Modernization
14. Abolition of Military Border: Social, Economic and Ideological Legacy
15. The Final Discussion

## Literature



Holjevac, Željko – Moačanin, Nenad. (2007). *Hrvatsko-slavonska Vojna krajina i Hrvati pod vlašću Osmanskoga Carstva u ranome novom vijeku*



Iveljić, Iskra. (2010). *Banska Hrvatska i Vojna krajina od prosvijećenog apsolutizma do 1848. godine.*

## Additional Literature



Bracewell, Catherine Wendy. (1997). *Senjski uskoci. Piratstvo, razbojništvo i sveti rat na Jadranu u šesnaestom stoljeću.*, Barbat



Buczynski, Alexander. (1997). *Gradovi Vojne krajine. Sv. I.-II.*



Kaser, Karl. (1997). *Slobodan seljak i vojnik. Povojačenje agrarnog društva u Hrvatsko-slavonskoj Vojnoj krajini (1535-1881). Sv. I.-II.*



Pavličević, Dragutin (ur.). (1984). *Vojna krajina. Povijesni pregled – historiografija – rasprave.*



Petrić, Hrvoje. (2011). *Pogranična društva i okoliš: Varaždinski generalat i Križevačka županija u 17. stoljeću.*



Roksandić, Drago. (1988). *Vojna Hrvatska. La Croatie militaire. Sv. I-II.*



Štefanec, Nataša. (2011). *Država ili ne: ustroj Vojne krajine 1578. godine i hrvatsko-slavonski staleži u regionalnoj obrani i politici*



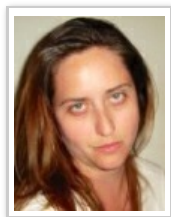
Valentić, Mirko. (1981). *Vojna krajina i pitanje njezina sjedinjenja s Hrvatskom 1848-1881.*

# History of Palestine

203990



## Lecturer



doc. dr. sc.  
Eva Katarina  
Glazer

ECTS Credits 3.0

English Level L2

E-learning Level L1

Study Hours 30

## Grading

Student activity will be monitored throughout the entire semester. Attendance is mandatory. Students must write a seminar and present it during lectures. The final exam is oral.

## Course Description

Course objective is to inform the students on political history of the area of Palestine from the Bronze Age (the Age of the Patriarchs) to the founding time of the modern Israeli state and the up-to-date situation in the region.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Name the most important events that occurred in the history of Palestine,
2. Interpret historical sources of the period,
3. Discuss the context of the variety of the topics connected to the history of Palestine,
4. Describe the cause and effect relationship related to the topics of the history of Palestine,
5. Identify the most important figures that played crucial roles in the developing processes in the history of Palestine.

## Study Programme Learning Outcomes

Dual-major studies

History

History

## General Competencies

After finishing the programme student will be able to: define historical processes typical for certain historical period; describe historical processes; explain cause and effect relations of historical events and processes; construct a historical context; compare historical processes of different periods; interpret historical sources; appraise the value of historiographic interpretations.

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS



## Forms of Teaching

- » Predavanja
  - » lectures combined with small workshop and group assignments
- » Seminar
  - » student must write a paper during the semester

## Week by Week Schedule

1. Introduction
2. The Age of the Patriarchs
3. Solomon and the building of the temple; Assyrian domination and conquest; Babylonian conquest
4. Cyrus the Great and Nehemiah; (Re)Building of the Temple;
5. Hellenistic period; The Revolt of the Maccabees; Hasmonean dynasty
6. Herod the Great
7. Jewish-Roman Wars; Emperor Hadrian and the architecture and urbanism in Palestine (Aelia Capitolina)
8. Byzantine period
9. Arabic conquests; Abassid caliphates and the age of science
10. Kingdom of Jerusalem and the Crusaders
11. Ayyubids and Mamluks;
12. Ottoman period in Palestine
13. Congres in Basel 1896.; Balfour declaration 1917.;
14. 1948 Arab-Israeli War, Six Day War, Yom Kippur War
15. First and –second Intifada, Operation Pillar of Defence

## Literature



Iosephus Flavius (1997). *The Jewish War*, Harvard University Press, Cambridge



Iosephus Flavius (1995). *Jewish antiquities*, Harvard University Press, Cambridge



Ibn Khaldun (1967). *The Muqaddimah*, Princeton Universtiy Press, Princeton



Chapman, C. (2002). *Čija je obećana zemlja? Izraelsko - palestinski sukob*, Stepress, Zagreb

## Similar Courses

- » History of Ancient Israel, Oxford

# History of parliamentarism in Croatia

203991

## Lecturer



Stjepan Matković,  
prof. dr. sc.

## Course Description

This course is an introduction to the parliamentary history of Croatia from the beginning of the 19th century to the 1950s. Survey covers development of the Croatian Diets/Parliaments within different states, i. e. Habsburg Monarchy, Kingdom of Serbs, Croats, and Slovenes/Yugoslavia, Independent State of Croatia, and Federal People's Republic of Yugoslavia.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify parliamentary experience in the Croatian history of the 19th and 20th centuries
2. Analyze various sources relating to the Croatian parliamentary history
3. Interpret the parliamentary structures
4. Compare characteristics of the parliamentarism within different multinational unions
5. Distinguish political systems between various states
6. Illustrate the election results for understanding of parliamentary function: who had political power

## Study Programme Learning Outcomes

Dual-major studies

History

History

## Forms of Teaching

» Predavanja

» Lectures will provide an overview of basic themes concerning to the development of parliamentarism in the Croatian case and give incentives to the students for discussion

» Seminar

» Seminar exercise will be planned and carried out in written form.

## Week by Week Schedule

1. Introduction to Croatian Parliamentary History, Historiographical Overview, and Core Sources
2. Estates of Parliaments: Heritage

ECTS Credits 3.0

English Level L2

E-learning Level L1

Study Hours 30

## Grading

Student with active part in discussion sessions will be stimulated. Before final exam, student has to complete research paper.



3. Croatian Parliament/Diet in 1848: Beginning of Representative Parliament
4. Croatian Parliament/Diet in 1861: Restoration of Constitutionality
5. Imperial Council (Reichsrat: Parties and Parliamentary Clubs from Croatian Lands involved in Vienna's Parliament
6. Dalmatian Provincial Diet
7. Istrian Provincial Diet and Bosnian-Herzegovian Diet
8. Main Characteristics of the Croatian Parliament during Dualism: between Constitutionality and Authoritarian Rules
9. Croatian Parliament during the First World War: Wartime Sessions
10. National Council of Slovenes, Croats, and Serbs: Parliamentary Experience in a time of Upheaval
11. Provisional National Representation of the Kingdom of Serbs, Croats, and Slovenes
12. National Parliament of the Kingdom of Serbs, Croats, and Slovenes
13. Senate of the Kingdom of Yugoslavia: Upper House's Experiment
14. Croatian State Parliament in 1942
15. Parliament of the People's Republic of Croatia

## Literature



Ivo Perić (2000). *Hrvatski državni sabor 1848.-2000., knj. 1-3*, Dom i svijet; Hrvatski državni sabor; Hrvatski institut za povijest



Josip Kolanović; Nikša Stančić; Hodimir Sirotković (1995). *Hrvatski sabor*, Školska knjiga



Nada Kisić Kolanović (1995). *Hrvatski državni sabor Nezavisne Države Hrvatske 1942.*, Časopis za suvremenu povijest, Hrvatski institut za povijest



Zlatko Matijević; Marina Štambuk-Škalić (2008). *Narodno vijeće Slovenaca, Hrvata i Srba u Zagrebu 1918.-1919.: izabrani dokumenti*, Hrvatski državni arhiv

## Similar Courses

- » Zeitungen, Parlamente, Volksaufläufe. Öffentlichkeiten und Politik in den Europäischen Revolutionen von 1848-1851, Oxford

# Human resources management

227542

## Lecturer



Zoran Komar,  
v. pred. mr. sc.

## Course Description

To acquaint students with the basic tasks and practices of human resources management, as well as with the contributions of different professions in human resources management activities.

To direct students towards the sensitivity for choosing the appropriate practice of human resources management with regard to organizational ones

peculiarities and socio-cultural differences.

Increase understanding of the material, technological, organizational and personnel prerequisites for effective human resource management and the application of this knowledge in various activities.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe historical development, theoretical foundations, social and economic determinants of human resources management
2. Identify the fundamental tasks and practices of human resources management
3. Distinguish between traditional, transactional and transformational human resources activities
4. Analyze the material, technological, organizational and personnel prerequisites for effective human resource management
5. Compare different human resources management practices with regard to organizational specificities and socio-cultural differences
6. Evaluate the distinct features of the human resources management function in the integral model of business efficiency

## Study Programme Learning Outcomes

Psychology

## Screening of student's work

- o ECTS Pohađanje nastave [EN]
- 1,5 ECTS Pismeni ispit [EN]
- 1,5 ECTS Seminarski rad [EN]

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- 3 ECTS

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Grading

A prerequisite for taking the written exam is a positively graded seminar paper. The written exam consists of 10 questions, each answer is scored on a scale of 0 to 5 points. For a passing grade, student needs to collect 60% of the points.

## Week by Week Schedule

1. Introduction to the course: familiarization with the syllabus, literature and course obligations
2. Historical development and social significance of human resources management
3. Tasks and duties of the human resources manager
4. Forecasting personnel needs, acquisition and employment
5. Job analysis and job design
6. Performance management
7. Career management
8. Training and development of employees
9. Knowledge management
10. Compensation and benefits
11. Relations with employees
12. Human resources management in different areas of work
13. National context of human resources management
14. Strategic management of human resources
15. Evaluation of acquired knowledge

## Literature



Noe, A. R., Hollenbeck, R., J., Gerhart, B., Wright, M., P. (2006). *Menadžment ljudskih potencijala*, Zagreb: Mate



Dessler, G. (2015). *Upravljanje ljudskim potencijalima – 12. izd.*, Zagreb: Mate.

## Additional Literature



Bahtijarević-Šiber, F. (1999). *Management ljudskih potencijala*, Zagreb: Golden marketing



DeCenzo, D., A., Robbins, S., P., Verhulst, S., L. (2010). *Fundamentals of Human Resource Management—10th ed.*, Hoboken: John Wiley & Sons



Armstrong, M. (2006). *A Handbook of Human Resource Management Practice - 10th ed.*, London and Philadelphia: Kogan Page Ltd.



Brewster, C., Mayrhofer, W., Morley, M. (2004). *Human Resource Management in Europe: Evidence of Convergence?*, Oxford: Elsevier Butterworth-Heinemann.

## Similar Courses

- » Human Resources Management, Oxford

# Identity of Molise Croats

214021

## Lecturer



Marta Račić,  
doc. dr. sc.

## Course Description

To acquaint students with the origin and historical aspects of the emigration of Molise Croats.

Present and point out to students the role and importance of language, traditional culture and community in order to preserve the identity of the community.

Show students what traditional culture and heritage are (language, religion, customs, dress, diet, handicrafts, music, etc.) and

to confirm on the example of Molise Croats how certain elements of traditional culture and heritage affect the creation and preservation of identity

values of the whole community.

To teach students about the connection of the emigrant community with the home country.

To point out to students the total wealth of emigrated Croatia on the example of numerically small emigrant communities.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define and explain basic concepts such as culture, traditional culture, identity, diaspora and language-speaking characteristics.
2. Explain the causes of the emigration of Croats to Italy from the XV. century and connect with the socio-historical context of the time.
3. Recognize the most important features of the identity of Molise Croats and understand their significance in the context of European policy on minority languages and cultures.
4. Compare the Molise-Croatian community with other communities of Croatian emigrants in terms of its formation and possibilities of survival
5. Recognize the importance of the diversity of minority communities and cultures.

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

ECTS Credits	2.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Grading

Attendance and discussion in class, seminar paper and written and oral exam. In addition to the classic ways of following through the lecture. exams, interviews, tests, etc. are especially valued independent research papers and through mentoring raised to the level of possible student appearance at scientific and professional conferences or publication in appropriate journals. It is a special motive for students in developing independence and in affirming their cognitive power. In this way, students can publish and create preconditions for future work and employment in research teams during their studies.

## Screening of student's work

- 0.5 ECTS Pohađanje nastave [EN]
- 0.5 ECTS Pismeni ispit [EN]
- 0.5 ECTS Seminarski rad [EN]
- 0.5 ECTS Usmeni ispit [EN]

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- 2 ECTS

## Week by Week Schedule

1. 1. Introduction - basic information about the course, content and method of work.
2. 2. Terminological terms - identity, identity characteristic, sense of identity, identity as belonging.
3. 3. Elements of traditional culture and heritage as bearers of identity.
4. 4. Historical overview of emigration and the origin of Molise Croats.
5. 5. Some features of Molise-Croatian speech and linguistic identity.
6. 6. The year 1967 and the revival of awareness of origins and identity.
7. 7. Birth of poetry of Molise Croats.
8. 8. Contemporary Molise-Croatian poets.
9. 9. Life customs and customs throughout the year among Molise Croats.
10. 10. Arrival Celebrations: May, Chapel, First and Last Friday in May.
11. 11. Meritorious promoters - from Nicole Neri to Božidar Vidov.
12. 12. The role and significance of Agostina Piccoli.
13. 13. Political status of Molise Croats.
14. 14. Activities of the modern minority community of Molise Croats
15. 15. Closing lecture.

# Image, Reputation Management and Lobbying

57248

## Lecturer



Ivana Jeleč,  
pred.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

45% practical work, 40% exam,  
10% practical tasks, 5%  
classroom activity

## Course Description

To provide students with an insight into key elements of organization identity that affect image creation, the basics of lobbying and key characteristics of a lobbyist, as well as positioning of organizations on the market. To teach students how to apply the tools of public relations that are used during the process of creating identity and organizational culture, which affect the reputation of an organization. Familiarize them with the basic tools in the work of a lobbyist, which are used in the public relations practice. Familiarize them with the basic theories of identity and image, as well as the practical skills needed to work in public relations.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define and know the basic concepts.
2. List, classify, explain and use the elements of identity and image.
3. Use social networks in the creation and development of the organization identity.
4. Use internal communication in the creation and development of the organization identity.
5. Identify, evaluate and apply different types of lobbying.
6. Use different ways to test the efficiency of image and identity elements and lobbying campaigns.

## Study Programme Learning Outcomes

### Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Develop oral and written communication skills

Develop competences in professional and interdisciplinary teamwork

Professionally apply acquired specialist, theoretical and practical knowledge in



the sphere of media, i.e. journalism, public relations and scientific research in communications

## General Competencies

Define, describe and evaluate the image, management and lobbying, their development and the central problems. Apply, classify and distinguish professional terminology. Individually or in teams conduct scientific research in the field of communicology with the help of modern scientific-research methods and write essays in a clear and organized manner. Expertly and professionally apply the acquired specialist theoretical and practical knowledge in public relations.

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Kolokviji [EN]

1 ECTS Projekt [EN]

4 ECTS

## Week by Week Schedule

1. Introductory class: course overview, method of assessment, students' expectations, basic concepts, examples, micro exercise / interactive game
2. Identity - factors: definition of identity and image, identity elements, the elements of the vision as a strategic tool for defining identity. Practical exercise in defining the elements of identity.
3. Identity - factors: definition of identity and image, identity elements, the elements of the vision as a strategic tool for defining identity. Practical exercise in defining the elements of identity.
4. Identity elements: the sign and logo, graphic standards - what they involve and why they matter to us. Practical exercise in writing queries to organizations.
5. Identity elements: the sign and logo, graphic standards - what they involve and why they matter to us. Practical exercise in writing queries to organizations.
6. Organization reputation and tools of communication: elements of identity that affect the creation of an organization's reputation, corporate publications, types of internal media used in the creation of reputation. Overview of social networks.
7. Organization reputation and tools of communication: elements of identity that affect the creation of an organization's reputation, corporate publications, types of internal media used in the creation of reputation. Overview of social networks.
8. Organization reputation: elements of organizational culture, internal communication and its importance for the reputation, socially responsible business operations as an element of creating an organization's reputation
9. Organization reputation: elements of organizational culture, internal communication and its importance for the reputation, socially responsible business operations as an element of creating an organization's reputation
10. Corporate advertising: responsibility for corporate advertising - who is responsible within the organization, media types, creating the message and the message objective, the target public in corporate advertising, the relationship between corporate and production advertising. Practical exercise in analysis of corporate advertisements.
11. Public affairs: definition and scope of public affairs, the environment, types of lobbying, the factors of successful lobbying, the characteristics of lobbyists, ethics and public affairs, lobbying in the European context, the key factors of success, decisions about the way of lobbying, common errors, a practical example - group work based on a case study from the practice.

12. Public affairs: definition and scope of public affairs, the environment, types of lobbying, the factors of successful lobbying, the characteristics of lobbyists, ethics and public affairs, lobbying in the European context, the key factors of success, decisions about the way of lobbying, common errors, a practical example - group work based on a case study from the practice.
13. Evaluation: Evaluating the efficiency of the elements of identity among the target groups, methods of measuring performance of internally implemented activities, the methods of measuring the performance of external campaigns.
14. Presentations of student work: group presentations of student works on assigned topics from the course.
15. Presentations of student work: group presentations of student works on assigned topics from the course.

## Literature



Cornelissen, J. (2004). *Corporate Communications Theory and Practice* (str. 56-91.), London: Sage Publications



Tench, R.; Yeomans, L. (eds) (2006). *Exploring Public Relations* (str. 208-233; 250-265; 343-346; 446-463.), Harlow: Pearson Ed



Theaker, A. (2007). *Priručnik za odnose s javnošću* (str. 115-154-), Zagreb: Print



Wilcox, D. L., Ault P. H, Agee W. K . (1999). *Public Relations Strategies and Tactics*, Longman



Babić, M. (2004). *Korporativni imidž*, Zagreb, Adamić

# Immigration Models

253188

## Lecturer



izv. prof. dr. sc.  
Tado Jurić

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	15
	15

## Course Description

The subject will consider:

1. Recent migration flows in Europe and the region
2. Maintaining ties between emigration and the country of origin;
3. Nation-state response to emigration
4. The role of the diaspora and migrant remittances in the development / stabilization of socio-economic conditions in the country of origin;
5. Case studies of specific transnational communities
6. Diaspora in the context of globalization
7. Models of immigration and integration policy
8. Multiculturalism - challenges and criticisms
9. Transnational social spaces
10. Forced migration and refugees
11. Education - position on the labor market - social mobility in an immigrant society: case studies
12. Asylum

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the immigration policy of the Republic of Croatia from independence to the present day
2. Describe the current immigration models of the Republic of Croatia
3. Compare the immigration models of traditional EU immigration countries and the Republic of Croatia - examples of good practice
4. Recognize the most successful immigration models in Europe and the world
5. Prepare an immigration-integration model for returnees in the Republic of Croatia
6. Prepare an immigration-integration model for foreigners in the Republic of Croatia

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop a critical attitude towards statistical data and literature relevant to research on the population and Croatian emigration

Develop the ability to terminologically understand demographic and immigrant terms in students

Interpret data on Croatian and global population and emigration

Dual-major studies

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Istraživanje [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

## Week by Week Schedule

1. European historical migrations - an overview
2. Croatian historical migrations
3. Types of immigration in Europe - ethnic migration, labor migration, elite migration
4. Three levels of migration analysis (micro, meso, macro)
5. Economic, geographic and behavioral theories of migration
6. Sociological theories of migration - an overview
7. Integration, assimilation, acculturation
8. Migrant networks and transnational social spaces
9. Connections between emigration and their country of origin
10. Psycho-social consequences of migration
11. Crisis of multiculturalism, racism and xenophobia
12. Migration from the perspective of emigrants and immigrant society
13. Models of immigration and integration policy in EU countries
14. Foreigner status in the Republic of Croatia and the EU; common European asylum system
15. Migrants and refugees through the prism of political demography

## Literature



Milan Mesić (2002).  
*Međunarodne migracije*



James Raymer, Frans  
Wiilekens (2008).  
*International Migration in  
Europe*, John Wiley & Sons



Rainer Bauböck, Thomas  
Faist (2010). *Diaspora and  
Transnationalism*,  
Amsterdam University Press



Stephen Castles, Mark J.  
Miller (2009). *The Age of  
Migration*, Palgrave  
MacMillan

## Additional Literature



Castles, S. (2009). *Development and Migration—Migration and Development: What Comes First? Global Perspective and African Experiences*, *Theoria* 56 (121)

# Indian Philosophy

213958

## Lecturer



izv. prof. dr. sc.  
Ivan Andrijanić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

Regular attendance of lectures, regular completion of independent tasks and oral exam.

## Course Description

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze and compare Brahmanical, Buddhist and Jain texts with Western philosophical texts in a cultural context.
2. Identify the general value of Greek philosophy in the medium of Indian philosophy
3. Explain the epistemological, ontological and ethical implications of Indian philosophical systems in comparison with Western ones.
4. Explain the most important works of individual philosophical disciplines and critically analyze and evaluate the positions and arguments contained in them.
5. Demonstrate the importance of philosophical problems in Indian philosophical texts through socio-historical context.
6. Create scientific research in the field of philosophy and write philosophical papers in a clear and organized manner.

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Formulate different arguments, possible contradictions and construct counterexamples

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Explain the specifics of contemporary philosophical disciplines and their development

Encourage the development of professional and scientific excellence and integrity and determine the need for lifelong learning and professional development

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Usmeni ispit [EN]

3 ECTS

## Week by Week Schedule

1. The concept of philosophy in India
2. Periods of the history of Indian philosophy
3. Time, place of crystallization and organization of the corpus of the Vedas
4. The beginnings of Indian thought in the Vedic collections. Examples.  
Upaniṣads of the first three Vedas: Aitareya, Chāndogya, Bṛhadāraṇyaka
5. Great teachers: Uddālaka Āruṇi, Yājñavalkya Vājasaneyā. Text samples. Basic terms: prajāpati, ātman, brahman, sat, prāṇa, prajñā, bhūta, karman, etc.
6. Assumptions of Buddhist and Jain philosophy
7. Buddha's four noble truths, the eightfold path: ethics, knowledge, and contemplation; five "thicknesses of attachment", causation: chain of dependent creation; logic: four types of judgments.
8. Basic terms: saṃsāra, nirvāṇa, dharma, saṃskāra, vijñāna, prajñā, śīla, dhyāna, etc. Sample texts. Jīnist categories of jīva and ajīva and their fivefold division, the concept of karma and liberation, cosmology, ethics, logic: seven types of judgments, eschatology
9. Philosophy in Sanskrit epics, dharmasāstras, and purāṇas. Bhagavadgītā: jñāna, karmayoga and bhakta
10. Philosophical schools of older Buddhism: Theravāda and Sarvastivāda: Vaibhāṣika and Sautrāntika. Different divisions of saṃskṛta-dharma and asaṃskṛtadharma
11. Philosophical schools of early Buddhism: madhyamaka and yogācāra
12. Brahmanical philosophical schools: Nyāya and Vaiśeṣika, Sāṃkhya and Yoga. Vedic Renaissance: pūrvamīmāṃsā and uttaramīmāṃsā or vedānta
13. The backbones of the system of individual darshans: gnoseology, ontology, logic, ethics, eschatology
14. Branches of Vedānta and great thinkers: Śaṅkara, Rāmānuja, Madhva
15. A View of Tantric Philosophy in Śivism: Kashmir Śivism and Abhinavagupta, the Southern Śaiva Siddhānta. Neo-Hindu and contemporary Indian philosophy. Concluding Considerations on the Yields and Challenges of the Indian Philosophical Tradition

## Literature



Telliavaram Mahadevan  
Ponnambalam Mahadevan  
(1974). *Invitation to Indian  
Philosophy*, New Delhi :  
Arnold-Heinemann  
Publishers (India)



Mysore Hiriyanna, Čedomil  
Veljačić (1980). *Osnove  
indijske filozofije*, Naprijed



Helmuth von Glasenapp  
(1949). *Die Philosophie der  
Inder*, Alfred Kroner Verlag



Giuseppe Tucci, Milana  
Piletić (1982). *Istorija indijske  
filozofije*, Nolit

## Similar Courses

- » Indian Philosophy II (MT21), Oxford

# Integration Approach

238019

## Lecturer



doc. dr. sc.  
Jadranka Polović

## Course Description

1. introduce students to theoretical approaches and concepts of contemporary international migration and diaspora
2. train students to understand the motives, causes and consequences of migration mobilities from the Croatian ethnic area (XX and XXI centuries)
3. to acquaint students with models of immigration and integration policy in EU countries
4. train students to understand the overall social context as a challenge for the application of integration models
5. introduce students to the Croatian normative and institutional framework and models of networking and connection with the diaspora
6. train students for independent participation in projects of scientific, economic, cultural and other cooperation with the Croatian diaspora
7. train students to understand, clarify and predict future global migration and security issues, movements, conditioning and consequences
8. train students for independent research related to the application of the Croatian model of integration of selective migration
9. to explain to students the migration conditionality on the security of the Croatian and European geographical space and society
10. to develop students' awareness of the threats to basic systems in society and space caused by migration

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the importance of thinking and developing Croatian integration models of selective migration
2. Define migration laws
3. Explain the crises of integration models at the level of developed EU countries
4. Describe new models of connection with the Croatian diaspora
5. Recognize migration cycles and integration models in the service of Croatia's development

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30 15

## Grading

Regular attendance at classes, passed colloquium, discussion in class and independent preparation of a research assignment.



6. Explain selective migration flows in the context of a non-identity population

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

Build the personality of students through the definition of Croatian identity values within the framework of the overall Croatian population

Propose political and legal solutions based on scientific research of demographic and emigrant content

Carry out analytical and scientific procedures of forecasting and modeling the future

Develop cognitive and operational skills for conducting research essential for development concepts and homeland security

Dual-major studies

## Screening of student's work

0.5 ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

0.5 ECTS Seminarski rad [EN]

3 ECTS

## Week by Week Schedule

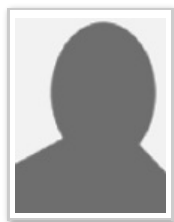
1. Introductory lecture: familiarization with the structure, content and objectives of the course; organization of classes, subject evaluation, obligations students; proposal of topics for the seminar paper, determination of presentation deadlines
2. Models of integration / diaspora (definition of basic terms, theoretical approaches)
3. Dimensions of integration (legal-political, socio-economic, cultural-religious, identification)
4. Integration models in the contemporary context (assimilation, melting pot, integration, interculturalism, cultural pluralism, multiculturalism)
5. Models of immigration and integration policy in EU countries - comparative analysis; multiculturalism as an integration model / crisis of multiculturalism in Europe
6. Parallel societies as a result of isolation / ghettoization (conflict lines, migrants in the programs of political parties)
7. Connections between emigration and their country of origin / Case study – Ireland, Italy, Israel
8. Croatia as an emigrant country: (emigration from Croatia during the 20th century: historical overview (1900–1948; 1948–1991; 1991–2001; analysis motivational factors of emigration, historical - political context)
9. The Croatian "western" diaspora as the development potential of the Republic of Croatia (active role in the creation and defense of the Republic of Croatia, promotion and lobbying, human capital, social networks, willingness to invest...)
10. Croatian institutional and normative framework (interaction with the Croatian diaspora and institutions in the host country, information and connection, protection of the rights and position of emigrants)
11. Networking as a model of Croatian politics: building institutional capacities for connecting the Croatian diaspora and the Republic of Croatia (experience 1990- quiet, government institutions - Ministry of Immigration, Ministry of Return and Immigration; Matica Croatia, Croatian registry of emigrants...)

12. Diaspora in the context of globalization (components of social mobility - the possibility of voting and political representation; preservation of state and cultural identity / strengthening educational, scientific and sports cooperation; economic partnership)
13. Refugee crisis 2015 - Croatia as a receiving country (impact of forced migration / Balkan route)
14. Mass emigration from Croatia (emigration of young, educated and professional people)
15. Open issues (national identity, demographic future of the country, the Republic of Croatia as a country of re-immigration or selective migration)

# Intercultural education

217041

## Lecturer



prof. dr. sc.  
Neven Hrvatić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

## Course Description

### Study Programme Learning Outcomes

- Dual-major studies
- Communication Studies
- History
- History

# International Relations

214091

## Lecturers



izv. prof. dr. sc.  
Andreja Sršen



doc. dr. sc.  
Vladimir  
Šumanović

## Course Description

This course is carried out in order to provide a student with a basic understanding of international relations and social processes taking place in the modern world.

The world is in a process of constant change with uncertain outcomes. Many processes take place independently to knowledge and will of the people. Therefore, the participants of this course are to become familiar with the subjects of international relations, their mutual relations, and the effects of their actions.

A national state, which used to be a classic fundamental subject of international relations, loses its importance and the role it had in the second half of the nineteenth and in the twentieth century.

Currently a regional integration as a phenomenon connected to process of globalization is taking place, in which new actors in international relations emerge.

It is especially important to note that role and significance of certain countries are changing. While some lose their role and significance, the others are embarking on path of stronger engagement in global processes. The role and significance of international organizations is also changing, including the regional integrations such as the European Union, which are increasingly acting on behalf of their member states and replacing their global presence.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze international relations in modern world
2. Identify the main subject in international relations
3. Apply the acquired knowledge to understand international relationships
4. Explain relationships between small and big countries
5. Describe circumstances giving rise to new global order
6. List the main subjects in international relations
7. Combine all the factors that influence functioning of the international order
8. Compare relations between the world's major powers
9. Develop interest for research of international relations
10. Use the acquired knowledge for written and verbal presentation

## Study Programme Learning Outcomes

### Sociology

Analyze the social effects of certain globalization processes

Discuss about current geopolitical issues

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 15

15

### Grading

Written exam, term exam, seminar, presentation.

## General Competencies

Upon successful completion of the course, students will be able to: Connect general knowledge of society and social processes. Point out the conflicting opinions and alternative hypotheses in various social issues. Point to the social outcomes of public policies. Display key structural factors that shape society. Show the relevance of concepts of social structure and social institutions in explaining social phenomena. Analyze personal and local issues in a broader social context.

## Week by Week Schedule

1. International Relations
2. International Relations in American and European tradition
3. Theory of International Relations
4. Methods in Teaching International Relations
5. Subjects of International Political Relations
6. National State and International Relations
7. National State and Regional Integration
8. Supranational and Intergovernmental character of Regional Integration
9. Role of National State in International Relations
10. Evolution of the role of National State in International Relations
11. Typ of International Relations
12. International Relations and Economics
13. Ideological division of the World
14. Religion and International Relations
15. New World Order

## Literature



Vukadinović Radovan  
(1998). *Međunarodni politički  
odnosi*, Zagreb



Mladen Puškarić (2012).  
*Europska integracija*, Stier  
Graff

# Interpretation of literary text

201794

## Lecturer



izv. prof. dr. sc.  
Davor Piskač

## Course Description

The interpretation of a literary text is part of the teaching of literature in primary and secondary schools. In terms of teaching it presents extremely important tools for the analysis and interpretation of literary texts. It enables awareness of the relationships within a literary work and what impact these relationships have on the reader, the society and the development of literature and culture in general. After completing the course "Interpretation of literary texts" the students will be able to: observe the content and the differences in meaning in the field of literature and culture. This will contribute to the development of cognitive skills and aesthetic sensitivity in the students. As a result, the students will be able to better and more fully understand literature across a diachronic and synchronic overview.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe, identify and define the features of a particular literary genre.
2. Describe, the students should be able to express, recount and convey information about the meaning of the text's content.
3. Describe, the students should be able to connect knowledge and explain the interpreted texts.
4. Explain pose a hypothesis and formulate it, orally compose, explain and write a synthesis of the meaning of the interpreted text.
5. Evaluate and distinguish, evaluate the students' interpretations and explain the decision.
6. Explain interpretation of poetry
7. Explain interpretation of narrative text.
8. Explain interpretation of drama

## Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Describe, recognize and apply the fundamental stylistic features of the text

Croatology

## General Competencies

Make the students capable of literary interpretation and the identification, detection and supporting the meaning of a literary text.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

15

15

## Grading

STUDENT OBLIGATIONS Class attendance is obligatory (minimum of 70%); Students are obliged to actively participate in classes; Students are obliged to write two essays; ECTS credits: Class attendance 1 credit, class activity 1 credit, first essay 1 credit, second essay 1 credit; Student participation in class and exam essays are graded – For ten points from activity the students shall receive a higher grade by one. Students are obliged to write two essays out of four possible choices: 1. Interpretation of a lyric poem: Pablo Neruda: "Noćas bih mogao napisati" 2. Interpretation of a novel: Alessandro Baricco: "Svila" 3. Interpretation of a drama: Miro Gavran: "Paralalni svjetovi" 4. Interpretation of a travelogue: Antun Gustav Matoš: "Ferije". Each essay should have between 1200 and 1500 words (3-4 pages). Each essay shall receive between 1 and 10 points. An essay may not receive more than the maximum number of points from the presented areas: 1. Knowledge of the theoretical literature 2 points 2. Good understanding of the content of the interpreted text 1 point 3. Good knowledge of the context surrounding the interpreted text 1 point 4. Good use of meta-language 1 point 5. Systematically supported facts and meaning 2 points 6. Originality of ideas and their presentation and support 3 points. Essays are graded in the following manner: 6 points -

## Forms of Teaching

- » Predavanja
  - » Heuristic class
- » Metodičke vježbe
  - » Solving problems oriented class

## Week by Week Schedule

1. Course details worked out according to the schedule of teaching
2. Calendar:
3. Basic interpretation
4. Interpretation of lyric poetry
5. Interpretation of a lyric poem (reading: Slavko Mihalić: "Metamorfoza")
6. Prose interpretation
7. Interpretation of a novella (reading: Zoran Ferić: "Potrči doktora")
8. Interpretation of a novel (reading: Patrick Suskind: "Parfem")
9. Interpretation of drama
10. Interpretation of a tragedy (reading: Shakespeare: "Hamlet")
11. Interpretation of a comedy (reading: Moliere: "Škrtac")
12. Interpretation of a modern drama (reading: Patrick Marber: "Closer")
13. Interpretation of discursive genres (reading: Petar Šegedin: "Staromodni zapisi iz Bruges")
14. Interpretation of discursive genres (reading: Petar Šegedin: "Staromodni zapisi iz Bruges")
15. Final knowledge assessment and grading

## Literature



Biti, V. (2000). *Pojmovnik suvremene književne i kulturne teorije, (pojmovi: analiza, empirijska znanost o književnosti, funkcija, hermeneutika, interpretacija, norma, tekst, vrijednost)*, Matica hrvatska Zagreb



Škreb, Z., Stamać, A. (1998). *Uvod u književnost (poglavlja: Mikrostrukture stila i književne forme, Stih, Umjetnička proza, Interpretacija, Drama, dramaturgija, kazalište)*, Nakladni zavod Globus, Zagreb



Solar, Milivoj (1997). *Vježbe tumačenja*, MH, Zagreb

sufficient (2), 7 and 8 points - good (3), 9 points – very good (4), 10 points – excellent (5). Essays are sent to e-mail: kroatologija@gmail.com. First essay deadline is 14/11/2013. Second essay must be submitted by 12/12/2013. For every day beyond the deadline the total score of points will be reduced by 10%. Calendar 3/10/2013; Basic interpretation 10/10/2013; Interpretation of lyric poetry 17/10/2013; Interpretation of a lyric poem (Slavko Mihalić: "Metamorfoza") 24/10/2013; Prose interpretation 31/10/2013; Interpretation of a novella (Zoran Ferić: "Potrči doktora") 7/11/2013; Interpretation of a novel (Patrick Suskind: "Parfem") 14/11/2013; Interpretation of drama 21/11/2013; Interpretation of a tragedy (Shakespeare: "Hamlet") 28/11/2013; Interpretation of a comedy (Moliere: "Škrtac") 5/12/2013; Interpretation of a modern drama (Patrick Marber: "Closer") 12/12/2013; Interpretation of discursive genres (Petar Šegedin: "Staromodni zapisi iz Bruges") 19/12/2013; Final knowledge assessment and grading

## Similar Courses

- » Interpretacija književnog teksta, Oxford

# Introduction to Historical Science

57158



## Lecturer



prof. dr. sc.  
Stjepan Ćosić

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

Active students will be monitored throughout the semester. Classes is required to attend. Written exam, with the possibility for oral.



## Course Description

The objectives of this course are to introduce students to the way in which it once formed and then played, and currently works as a scientific field of historical research. Students are introduced to the processes and procedures that characterize scientific activity and the discussion about read articles practically acquainted with the scientific dimension of history.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the basic notions of scientific research of the past,
2. Explain the basic forms of communication of scientific research,
3. Demonstrate basic skills of designing complex knowledge,
4. Describe the meaning of term multiple perspectives
5. Compare different scientific paradigms,
6. Apply learned lessons to the further continue of scientific direction of graduate study history.

## Study Programme Learning Outcomes

### History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Formulate arguments for and against mutually opposing points of view

Identify and describe the disciplines of contemporary historical sciences, their development and basic problems

Use methods of explanation and interpretation of historical

Present complex scientific and non-scientific content in written and oral form

Apply traditional historical terminology and nomenclature

## General Competencies

After finishing the programme student will be able to: compile a list of literature for each historical period, design his/her own conclusion on different historical events and processes, demonstrate the importance of interdisciplinary interpretations of historical events compare historical processes of different periods, appraise the value of historiographic interpretations, differentiate specificities of historical periods, distinguish difference between important and non-important facts within historiographic interpretation



## Week by Week Schedule

1. Introduction differences between activities of playback historical knowledge through the education system and the history of scientific research.
2. Professionalization of academic historiography and its consequences.
3. The current state of the scientific field of history.
4. Scientific research history as a collective work performed by an individual.
5. Historiographical tradition as a starting point, but the burden of relationship to existing knowledge and the way they fit in the new knowledge.
6. Multiperspectivity meaning of events for contemporaries in different narratives about the past.
7. Basic forms of communication science research with emphasis on core categories of Croatian practice - original scientific work and review work.
8. Methods of determining historical facts through criticism springs.
9. From the set of facts to complex images of logic connectivity.
10. Linking the facts established in the patterns of cause and effect chains.
11. The ratio of achieved knowledge and past realities.
12. Concluding the narrative and its meaning in a scientific procedure.
13. Formatting and the meaning of review work .
14. Format and meaning of the original scientific work.
15. Recapitulation

## Literature



Ivan Jurković (2007). *Veliki i osobiti razbojnik u službi pape Petar Kružić kapetan najjužnijeg dijela protuosmanskoga obrambenog sustava Hrvatske*, Zbornik Odsjeka za povijesne znanosti HAZU 25



Kornelija Jurin Stanković (2005). *Krajiške elite i izvori prihoda: primjer jadranskog zaleđa u 16. i 17. stoljeću*, Prilozi za orijentalnu filologiju 55



Marianna Birnbaum (2006). *Dugo putovanje Gracije Mendes*, Izdanja antibarbarus Zagreb



Marshall Sahlins (1985). *Structure and History, u: Islands of History*, University of Chicago Press



Charles Tilly (2002). *Historical Analysis of Political Processes*, u: J. H. Turner (ur.), *Handbook of Sociological Theory*, Oxford Handbooks Online

# Introduction to Scientific Research

61243

## Lecturer



izv. prof. dr. sc.  
Karolina Vrban  
Zrinski

## Associate Lecturer



doc. dr. sc.  
Domagoj Brozović

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

Students are required to attend classes regularly, do homework, participate actively in the course and discuss specific topics.

## Course Description

The aim of the course is to provide the students in one place with basic knowledge about scientific-research (theoretical and practical) work and teach them to independently apply this knowledge in completion of their graduate theses, or in their own research.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Use the basic terminology of the methodology of scientific work
2. Develop the ability to write in scientific style
3. Analyze, search and use different bibliographic sources
4. Develop the ability for critical evaluation and argumentation
5. Sketch the draft of their research
6. Apply the learned lessons in their own research, especially in completion of their graduate theses within the study of Croatian culture
7. Apply the ethical codex of scientific and academic profession

## Study Programme Learning Outcomes

### Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Describe, recognize and apply the fundamental stylistic features of the text

## General Competencies

The students will acquire basic factual knowledge related to scientific-research work in general and in particular the basic knowledge required to complete a high-quality graduate thesis in the field of social sciences and humanities. The students will learn the basic terminology of the methodology of scientific work, develop the ability to write in scientific style, be able to independently analyze, search and use different bibliographic sources, develop the ability for critical evaluation and argumentation, be able to present the draft of their research, primarily in the completion of their graduate thesis within the study of Croatian culture.

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 1 ECTS Referat [EN]
- 1 ECTS Usmeni ispit [EN]
- 5 ECTS

## Forms of Teaching

- » Predavanja
  - » Two hours of lectures per week.

## Week by Week Schedule

1. Scientific research - an introduction to the course
2. Styles of the Croatian standard language - scientific style
3. Scientific style - what is acceptable in the scientific style
4. Clear and concise expression - recognizing a good and bad style
5. Scientific research - procedures
6. Scientific research plan
7. Bibliographical sources - search
8. Bibliographical sources - analysis
9. Bibliographical sources - use in one's own work
10. Types of scientific methods - description
11. Types of scientific methods - application
12. Scientific text structure - analysis
13. Types of scientific texts - analysis
14. Scientific text draft
15. Devising the thesis draft

## Literature



Fowler, R. H., J. E. Aaron (2007). *The Little, Brown Handbook*, New York



Gačić, Milica (2012). *Pisanje znanstvenih i stručnih radova*, Školska knjiga, Zagreb



Oraić Tolić, Dubravka (2011). *Akademsko pismo*, Naklada Ljevak

## Similar Courses

- » Uvod u znanstveni rad, Oxford
- » Metodologija znanstvenog rada, Oxford

# Introduction to Sociolinguistics

133474

## Lecturer



Lucia Miškulin  
Saletović,  
v. pred. dr. sc.

## Course Description

The course provides an introduction to sociolinguistics, i.e. to the study of why we speak the way we do, and the social factors that influence our linguistic decisions. Key issues of the complex interaction between language and society are explored, including register, genres, styles, code-switching, diglossia, bilingualism, language and power, language and identity, communication across cultures, language change, language policy and planning, all of which are unified by the common denominator called language variability and diversity. Considerable attention is devoted to the ways in which spoken and written language may be interpreted depending on the context and expectations of the participants.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe diverse factors of linguistic micro-choices (social stratification, gender and age), as well as of macro-choices (boundaries, background, functional restrictions)
2. Discuss a wide range of factors relevant to language issues in cross-cultural and intercultural communication
3. Illustrate various aspects of language change over time and explain possible reasons
4. Explain the interplay between both language and power, and language and identity
5. Examine language policies in a particular country or area (of students choice), including goals, measures, implementation, monitoring and actual or probable outcomes
6. Analyze the sociolinguistic situation in a particular country or area (of students choice) by applying the key sociolinguistic concepts

## Study Programme Learning Outcomes

Communication Studies

## General Competencies

Students will be able to: - describe and critically evaluate various types of interaction between the society and the language - evaluate the social context of the language use

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours  
20  
10

## Grading

Regular attendance and active participation 15%; independent assignments 20%; presentation 20%; written exam 25%; oral exam 20%.



## Screening of student's work

- 0.5 ECTS Pohađanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Referat [EN]
- 1.5 ECTS Usmeni ispit [EN]
- 1 ECTS Projekt [EN]

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- 5 ECTS

## Forms of Teaching

- » Predavanja
  - » direct teaching
- » Seminar
  - » workshops, presentations, discussions

## Week by Week Schedule

1. Key notions in sociolinguistics
2. Register, genres and styles
3. Code-switching, diglossia and bilingualism
4. Culture, communication and interaction
5. Politeness, indirectness, naming and addressing across cultures
6. Communication across cultures
7. How and why languages change
8. Language and globalization
9. World Englishes
10. Language and identity
11. Language and power
12. Language policy and planning (LPP)
13. Sociolinguistic situation in Croatia
14. Student presentations on selected topics
15. Review and evaluation of work in the course

## Literature



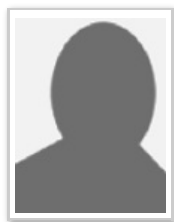
Bowe, Heather & Martin, Kylie (2007). *Communication Across Cultures*, Cambridge University Press, Cambridge



Coulmas, Florian (2008). *Sociolinguistics: The Study of Speaker's Choice*, Cambridge University Press, Cambridge

## Similar Courses

- » Sociolingvistika, Oxford

**Ivana Brlić-Mažuranić****201796****Lecturer**prof. dr. sc.  
Dubravka Zima

ECTS Credits 3.0

English Level L1

E-learning Level L1 (5%)

Study Hours

15

15

**Grading**

It is assessed the participation in class, activities during the class, the quality of the seminar paper.

**Course Description**

The course is planned in two ways: on the one hand, intrinsically, on the study of the literary work of Ivana Brlić-Mažuranić, in the context of early 20th century Croatian literature and in the context of the formation of canons and non children's and children's literature. On the other hand, the course focuses extrinsically on the study of the Ivana Brlić-Mažuranić phenomenon in her time and today. The course is literary-historical and cultural, and in this sense the aims of the course are seen in the questioning and recontextualization of the work of Ivana Brlić-Mažuranić in literary-historical and canonical sense.

**Learning Outcomes**

On successful completion of the course, students will be able to:

1. Define and conduct academic research on archival or other historical material
2. Apply the presented theoretical apparatus in the analysis of literary text
3. Analyze and interpret the theoretical and historical issues addressed in the literary text

**Study Programme Learning Outcomes**

Dual-major studies

Croatology

Interpret and critically judge literary text

Recognize, explain and single out the characteristics of children's literature

Croatology

**Screening of student's work**

1 ECTS Pohadanje nastave [EN]

1 ECTS Istraživanje [EN]

1 ECTS Seminarski rad [EN]

3 ECTS**Week by Week Schedule**

1. Introductory lecture, way the course works, student obligations and assignments, manner of student work monitoring, assessment, exam.

2. Ivana Brlić-Mažuranić - the state of research in Croatian humanities. Reception of the literary work of Ivana Brlić-Mažuranić in Croatian literature, from her time to the present.
3. Biography of Ivana Brlić-Mažuranić.
4. Youth diary writings *Good morning, world (1888-1891)* - A representative indicator of patriotic education in the Mazuranić family.
5. Literary age of Ivana Brlić-Mažuranić. Neo-romanticism and anti-modernism.
6. Poetic and autopoetic texts of Ivana Brlić-Mažuranić.
7. Novels by Ivana Brlić-Mažuranić. The theory of children's and adolescent novels.
8. Ivana Brlić-Mažuranić novels, continued.
9. A fairy tale in the context of the literary work of Ivana Brlić-Mažuranić.
10. *Priče iz davnina* and other fairy tales by Ivana Brlić-Mažuranić. Slavic mythology as a metaphor and metonymy.
11. Poetry of Ivana Brlić-Mažuranić.
12. Articles by Ivana Brlić-Mažuranić. Biographical context as a context for the representation of civic life in Brod in the first half of the 20th century.
13. Nominations for the Nobel prize and Reception at JAZU - facts and controversies.
14. Ivana Brlić-Mažuranić in the context of the literary and cultural canon of contemporary Croatian culture. Public image of the author.
15. The issue of the canon of Croatian non children's and children's literature on the example of Ivana Brlić-Mažuranić's literary work.

## Literature



Dubravka Žima (2001).  
*Ivana Brlić Mažuranić*,  
Zagreb: ZZOK



Joža Skok (2007). *Književno djelo Ivane Brlić Mažuranić*,  
Varaždinske Toplice:  
Tonimir



Berislav Majhut (2008).  
*Recepcija romana Čudnovate zgone šegrta Hlapića Ivane Brlić Mažuranić*, *Croatica nova*, 2, 2

## Similar Courses

» Hrvatska dječja književnost, Oxford

# Journalism as a Profession: Practicum

57212

## Lecturer



doc. dr. sc.  
Tamara Kunić

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours 60

Teaching Assistant  
dr. sc. Lana PavićGrading  
100% practical work

## Course Description

Enable the students to navigate the environment of a newspaper office and for writing a significant number of journalistic genres

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, distinguish and use advanced journalistic genres;
2. Identify an event independently, propose and formulate a topic in the media;
3. Use journalistic professional skills in a responsible, professional and ethical manner;
4. Define, identify and apply different ways and forms of reporting for newspapers, radio and television;
5. Utilize and explain the basics of the editing of texts, columns and the media themselves;
6. Define, be familiar with and respect newspaper office deadlines;

## Study Programme Learning Outcomes

### Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Develop oral and written communication skills

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications



## General Competencies

Define, describe and evaluate contemporary journalistic profession;  
Apply, classify and distinguish professional terminology; Expertly and professionally apply the acquired practical knowledge in journalism; Apply oral and written communication skills and presentation skills in the Croatian language; Demonstrate accountability, professional ethics, autonomy and initiative in work;

## Week by Week Schedule

1. Introduction to the goals and subject of the course,
2. Writing journalistic news pieces,
3. Writing journalistic reports,
4. Journalistic text features,
5. Deadlines in journalism, exercise,
6. Journalist newsroom
7. Reportage as the queen of journalism
8. Field work
9. Subjective journalistic forms,
10. Press conference,
11. Radio reporting,
12. Television story,
13. Differences in reporting for newspapers, radio and television.
14. Photography in journalism.
15. Final exercise

## Literature



*Bobić, D. (1987), Što s događajem: o umijeću novinskog obavještavanja, Zagreb: Informator odabrane stranice*



*Malović, S.(2005), Osnove novinarstva, Zagreb: Golden marketing - Tehnička knjiga, odabrane stranice*



*Sheridan Burns, L. (2009), Razumjeti novinarstvo, Zagreb: Medijska istraživanja. odabrane stranice*



*Mihovilović, Maroje (2007) Profesionalni novinar. Zagreb: Profil international, Visoka novinarska škola, odabrane stranice*



*ŠKARIĆ, Ivo, Argumentacija, Nakladni zavod Globus, Zagreb 2011., odabrane stranice*

# Labour Economics

226935

## Course Description

Course objective is to insight students with basic elements of labour market by defining labour supply and demand for company and national economy. Aim is to approach and understand processes of defining wage in companies through alternative ways of paying employees and managers as well as defining the most efficient scheme for paying employees. Course will provide understanding of syndicate effect when negotiating about wages and other labour and employment terms and will point out the impact of wage tax policy on the company and economy effectiveness. Comprehension of policy income affection on inflation and other macroeconomic proportions.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe fundamental statistical indicators in labour market of individual country
2. Explain impact of actor activities in labour market and its consequences on labour terms
3. Explain connections between certain national measures and company and economy effectiveness
4. Interpret data and trends of employment and unemployment in different countries

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

## Screening of student's work

0.25 ECTS Pohadanje nastave [EN]
0.5 ECTS Kolokviji [EN]
0.5 ECTS Pismeni ispit [EN]
0.25 ECTS Istraživanje [EN]
0.5 ECTS Seminarski rad [EN]
<hr/>
2 ECTS

## Week by Week Schedule

1. Theories of individual supply labour.
2. Population, rates of participation and working hours.
3. Labour quality: investing in human capital - terms and data.
4. Labour demand.
5. Wage determination and work allocation.
6. Alternative paying schemes and labour efficiency.
7. Syndicates and collective negotiating.
8. Economic impact of syndicate.
9. Government and labour market: employment, consumption and taxes.
10. Government and labour market: legislative and regulation.
11. Wage structure.
12. Personal income distribution.

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours  
15  
15

### Grading

Participation at all types of class.  
Reading actual literature.  
Writing current theme reviews.  
Possible participation in project elaborations.

13. Labor productivity and share in national income.
14. Employment and unemployment.
15. Wages and inflation.

### Literature



McConnell, C.R., Brue S.L.,  
Macpherson, D.A. (2016).  
*Contemporary Labor  
Economics, 11th Edition*,  
McGraw-Hill Education,  
New York



McConnell, C.R., Brue S.L.  
(1992). *Suvremena Ekonomija  
rada, Treće izdanje*, Zagreb:  
MATE

### Additional Literature



Boeri T., Van Ours J. (2008).  
*The Economics of Imperfect  
Labor Markets*, Princeton  
University Press, Princeton  
and Oxford



Ehrenberg, R.G., Smith, R.S.  
(2008). *Modern Labor  
Economics- Theory and Public  
Policy, 10th Edition*, Pearson  
Education, Addison-Wesley



Borjas, G.J. (2008). *Labor  
Economics, Fourth Edition*,  
McGraw-Hill/Irwin

# Latin language in the history of Croatian education

200540



## Lecturer



izv. prof. dr. sc.  
Maja Matasović

ECTS Credits 3.0

English Level L1

E-learning Level L1  
(4%)

Study Hours 15  
15

## Grading

Students are expected to write and present an essay on a selected topic, and the level of information acquired is tested through an oral exam.

## Course Description

This course enables students to understand the role of Latin language in the creation of European civilisation, primarily through its role in educational and school system. The focus is set on Early modern age, and on the various stances towards language in different educational systems in different periods and lands. Documents such as Ratio studiorum and Ratio educationis are discussed, as well as the role of Catholic Church in the transference of knowledge. Special attention will be given to the situation in Croatian lands. This way the students - future teachers - will be able to appreciate and emphasise the importance of Latin in Croatian culture and identity.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Translate texts from all periods of Croatian Latinity and in every functional style
2. Analyse the text on a linguistical level and prepare it for educational purposes
3. Analyse the text on a literary-stylistic level and prepare it for educational purposes
4. Connect the text with classical and medieval tradition
5. Synthetise the knowledge of a latinistic work in the form of an essay
6. Contextualise a certain work according to the contemporary socio-political contexts and the author's biography
7. Teach about the latinistic works through a historical, literary or cultural aspect
8. Critically analyse the text important for the history of education

## Study Programme Learning Outcomes

Croatian Latinity

Dual-major studies

Croatian Latinity

Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Coordinate discussions and provide explanatory comments on a number of issues primarily of a communication nature, but also of a social, cultural or

political nature

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

### Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

0.5 ECTS Istraživanje [EN]

0.5 ECTS Referat [EN]

0.5 ECTS Seminarski rad [EN]

0.75 ECTS Usmeni ispit [EN]

0.25 ECTS Praktični rad [EN]

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3 ECTS

### Week by Week Schedule

1. Introduction: overview of the theme, literature and students' obligations.
2. Role of Latin in education throughout the history of Europe and the Croatian lands. Text examples are analysed.
3. Methods of teaching in European school systems. Text examples are analysed.
4. The role of the Catholic Church in the history of education in Europe: the Jesuit Ratio studiorum. Text examples are analysed.
5. History of education in Croatian lands. Text examples are analysed.
6. Enlightenment and school systems in Europe. Text examples are analysed.
7. Students' presentations.
8. The 1777- and the 1806 Ratio educationis. Text examples are analysed.
9. Attitude towards different religions and the catechesis in RE. Text examples are analysed.
10. Attitudes towards teaching of and in a native language in RE. Text examples are analysed.
11. Paedagogical elements in RE. Text examples are analysed.
12. Importance of classical literature in RE. Text examples are analysed.
13. RE as an example of a complete educational reform. Text examples are analysed.
14. Students' presentations.
15. Conclusions: discussion on a theme selected by students

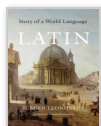
### Literature



Horbec, I. – Matasović, M. – Švoger, V. (ur.) (2017). *Od protomodernizacije do modernizacije školstva u Hrvatskoj I.: Zakonodavni okvir*, Hrvatski institut za povijest



(1777). *Ratio educationis totiusque rei literariae per Regnum Hungariae et provincias eidem adnexas*, Trattner, Vindobonae



Leonhardt, J. (2009). *Latin: Story of a World Language*, Verlag C.H. Beck, München

### Additional Literature



Hoško, F.E. – Korade, M. (2003). „Školstvo i crkveni redovi“, *Hrvatska i Europa: kultura, znanost i umjetnost, sv. 3: Barok i prosvjetiteljstvo (XVII.-XVIII.stoljeće)*, ur. Ivan Golub, Zagreb



Matasović, M. (2009). „*Ad maiorem Dei gloriam I i II*“, *Povijesni prilozi* 36 i 38, Hrvatski institut za povijest



Košutar, P. (2013). *Hrvatsko jezikoslovlje 18. stoljeća u suodnosu s europskim*, Hrvatski studiji, Zagreb



Katičić, R. – Lisac, J. (ur.) (2011). *Povijest hrvatskoga jezika 2 i 3 (16. / 17. i 18. stoljeće)*, Croatica, Zagreb

### Similar Courses

» Storia dell'educazione Europea, Oxford

# Latin Paleography and Epigraphy

86899

## Lecturer



izv. prof. dr. sc.  
Marko Jerković

## Course Description

The aim of the course is to familiarize students with the basic features of cultural context of the Latin script, with special attention on Croatian ethnic and cultural area. During the year students will become familiar with the most important Latin script which were used in the Croatian region in the period from the Early Middle Ages to the advent of printing (Beneventan script, Carolingian minuscule, Gothic minuscule and Humanist minuscule). Also the students will become familiar with the Croatian epigraphic sources. By participating in lectures and study of archival materials and medieval manuscripts the students will acquire useful knowledge and be trained for their scholarly research.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List the most important Croatian medieval sources written in Latin language
2. Describe the importance of the Latin script as a tool for detecting and defining Croatian cultural identity
3. Explain origin and development of particular variants of the Latin script
4. Apply acquired knowledge about the stages of development and characteristics of particular variants of the Latin script for dating of manuscripts
5. Analyze and transcribe manuscripts written in Beneventan script, Carolingian minuscule, Gothic script and Humanist minuscule
6. Prepare a critical edition of a hitherto unpublished medieval manuscripts
7. Analyze and interpret the epigraphic monuments

## Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Define and describe the contemporary disciplines of literature, linguistics and auxiliary historical sciences, the history of their development and their main problems

Conceptually clearly present different information and viewpoints and critically assess the credibility of claims, assumptions and arguments mediated through various media

Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content

Recognize and interpret the interdisciplinary nature of historical research, connecting its individual segments with corresponding segments of other humanities and social sciences

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

30

15

15

Teaching Assistant

doc. dr. sc. Lucija Krešić  
Nacevski

Grading

Attending lectures and participate in class. Practice of reading and transcribing medieval codices and documents primarily of Croatian cultural heritage. Visit and work in Metropolitan Library in Zagreb and the Croatian State Archives. At continue to evaluate the active participation and preparation for classes, graded midterm, essay, term paper. The final exam is oral. Activity in class - 15% Exercises reading the manuscript - 15% Colloquium - 20% Written exam - 20% Oral exam - 30%

Interpret, evaluate, comment, translate and prepare works and/or writings from the Croatian cultural heritage for print, especially Latin ones, in accordance with contemporary philological customs and requirements

Think interdisciplinary and respect different scientific methodologies and views on specific issues and problems

Clearly and innovatively present complex academic and non-academic contents in written and oral form

## General Competencies

Interpret Latin epigraphic sources according to its content and from the point of view of philology.

Transcribe Latin manuscripts.

Prepare Latin manuscript for publishing.

## Week by Week Schedule

1. Introductory lecture. Latin paleography: term, aim, method and overview of the development of Latin paleography
2. Scribal materials (wood, metal, papyrus, parchment, silk and paper), scribal instruments (spike, reed, pen) and variant forms of manuscript : sheets of wood, waxed tile (diptych, triptych), rotulus or roll, codex / book. The origin and historical development of the Latin script: the historical development of the Latin script from its beginnings to the advent of printing (6th BC-15th century)
3. Latin script and codices in the centers of the Roman and Late Antiquity culture (1st-8th century) elegant capitals and Latin cursive: main characteristics of the script, abbreviations and criteria for dating. Uncial and semiuncial script: main characteristics, use, development and elements for dating, ornaments and miniatures
4. Workshop: Transcription of *Evangelium Spalatense*. Roman cursive (main characteristic of alphabet, ligature, the development and period of its use) and medieval scripts: Merovingian scripts (France) Pre-Caroline (France, Germany, Switzerland), Insular script (Great Britain, Ireland), Visigothic script (Spain)
5. The system of abbreviation: *nomina sacra*, *notae iuris* and variant abbreviation signs. Beneventan script: Monte Cassino, South Italian and Dalmatian types of the Beneventan script, abbreviations and ligatures as an element for dating
6. Exercise: The most important codices written in Beneventan script of Croatian cultural heritage 1 ( Book of Hours of the Abbess Čika, *Evangelium Traguriense*, *Evangelium Vekenegae*). Exercise: The most important codices written in Beneventan script of Croatian cultural heritage 2 (Cartularies of the Convents of St. Mary and St. Chrysogonus in Zadar, Archdeacon Thomas of Split, History of the Bishops of Salona and Split)
7. Illumination of the Beneventan manuscripts: Byzantine, Occidental influence. Scribal revival in the period of the Emperor Charlemagne: creation of Carolingian minuscule, types of letters, the main scriptoria centers and criteria for dating
8. Workshop: Illumination of Carolingian manuscripts (schools: Trier, Metz, Corbie, Fulda, Sankt Gallen, Reichenau, Regensburg, Sallisbury, Catalonia). Exercise: Analysis of the manuscript written in Carolingian minuscule ( Sumpetar cartulary)
9. Exercise: Analysis of charters issued by Imperial, Papal and Croatian royal chancellery. Scripts of university centers: Gothic minuscule (*textualis*, *cursiva*): origins and development, forms of Gothic minuscule, national forms (*bastarda*, *rotunda*, *fraktur* ...)
10. Exercise: Analysis of manuscripts written in Gothic minuscule *textualis*. Exercise: Analysis of manuscripts written in Gothic minuscule *cursiva*



11. Workshop: Analysis and interpretation of the manuscript *Navicula Petri* written by Nicholas of Modruš. Gothic miniatures: Italian (Bologna, Florence, Lombardy), French, Flamish, English, German
12. Latin script and manuscripts in the period of Humanism (15. century): main characteristics and types. Exercise: Analysis of the manuscripts written in Humanist minuscule 1
13. Exercise: Analysis of the manuscripts written in Humanist minuscule 2. Workshop: Illumination of the manuscript written in Humanist minuscule - schools: Italian (Florence, Ferrara), German and other European centers.
14. Publishing manuscripts (critical edition (in extenso), partial publishing (in extracto) and publishing as summaries (in regesto). Introduction in Epigraphy and its importance for Croatian cultural environment
15. Exercise: Epigraphic sources for the Early Middle Ages 1. Exercise: Epigraphic sources for the Early Middle Ages 2

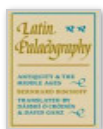
## Literature



Franjo Šanjek (2004).  
*Latinska paleografija i diplomatika*, Sveučilište u Zagrebu, Hrvatski studiji



Jakov Stipišić (1991).  
*Pomoćne povijesne znanosti u teoriji i praksi*, Školska knjiga (2. dopunjeno)



Bernhard Bischoff (1990).  
*Latin Palaeography: Antiquity and the Middle Ages*, Cambridge University Press



Vedrana Delonga (1996).  
*Latinski epigrafički spomenici u ranosrednjovjekovnoj Hrvatskoj*, Muzej hrvatskih arheoloških spomenika, Split



Robert Matijašić (2002).  
*Uvod u latinsku epigrafiju*, Sveučilište u Puli, Filozofski fakultet

# Legal and Ethical Public Relations Standards

64756



## Lecturer



doc. dr. sc.  
Tomislav Janović

## Course Description

The aim of the course is to familiarize the students with the legal standards that regulate the profession of public relations and present the standards and codes of ethical action and communication in public relations, and encourage them to critically assess ethical dilemmas.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the implementation of legal regulations that concern the constitutionally guaranteed right of access to information and prepare the devising of communications policy based on transparent information provision and communication in public relations with the public
2. Apply legal regulations that concern the obligation of publicizing and informing in corporate communication
3. Explain intellectual property rights
4. Distinguish between legal and ethical prohibitions in covert public relations in terms of covert advertising
5. Apply the ethical principles of public relations and business ethics
6. Point out ethical dilemmas in public relations
7. Apply the principles of the code of ethics of public relations (CPRA)
8. Explain the model of excellence in public relations practice

## Study Programme Learning Outcomes

### Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours 15

15

Teaching Assistant  
dr. sc. Davor Trbušić

### Grading

Lecture attendance, literature reading and participation in discussions with the professor and the colleagues (25% of the final grade), seminar paper with presentation (25% of the final grade) and final exam (50% of the final grade).

communications

## General Competencies

Define, describe and evaluate the legal standards of public relations and the central problems;

Define, describe and evaluate the ethical standards of public relations and the central issues;

Apply, classify and distinguish professional terminology;

Expertly and professionally apply the acquired specialist theoretical and practical knowledge to working in public relations;

Successfully collaborate with different individuals and groups in discussions and finding answers to various theoretical and practical issues;

## Week by Week Schedule

1. The right of access to information in Croatia and the European Union, guidelines for spokespersons in public authorities
2. The Capital Market Act, the Code of Corporate Governance, guidance for dealing with investors
3. Copyright and related rights, industrial property rights, guidelines for the protection and designing of PR-publications
4. Copyright and related rights, industrial property rights, guidelines for the protection and designing of PR-publications
5. Legal requirements concerning the content in provision of information and publications in public relations: obligation to provide accurate information, protection of secret, personal and business related, as well as state secret, personality rights, competition offense
6. Prohibition of covert PR activities in terms of covert advertising, legal and ethical guidelines
7. Prohibition of covert PR activities in terms of covert advertising - practical experience and examples from the media
8. Prohibition of election promotion of state bodies, guidelines for spokespersons and PR experts in political and public institutions
9. Personal ethics of PR professionals - loyalty to the employer / profession / society / themselves, ethical dilemmas
10. Ethics of public relations and crisis communication
11. Business ethics and the ethics of public relations
12. Codes of ethics: international, European and national
13. code of ethics of the Croatian Public Relations Association, interpretation, practice
14. The normative model of public relations and of excellence in public relations from an ethical point of view
15. Corporate Social Responsibility

## Literature



*TOMIĆ, Zoran (2008):  
Odnosi s javnošću, Synopsis,  
Zagreb*



*CUTLIP, Scott M., CENTER,  
Allen H., BROOM, Glen M.  
(2003.): Odnosi s javnošću,  
MATE, Zagreb (odabrana  
poglavlja: 5. Etika i  
profesionalizam, 6. Pravna  
pitanja, str. 143.-218.)*



TENCH, Ralph, YEOMANNS, Liz (2009.): *Otkrivanje odnosa s javnošću*, HÚOJ, Zagreb (poglavlje: 14. Etika i profesionalizam u odnosima s javnošću, str. 309.-327., *Etički protokol Global Alliance*, str. 330.-332.)



PARSONS, Patricia P. (2008.): *Ethics in Public Relations: A Guide to Best Practice*, Kogan Page, London/Philadelphia



BROOM, G. (2010), *Učinkoviti odnosi s javnošću*, Mate, Zagreb (odabrana poglavlja) [u zamjeni za CUTLIP et al (2003)]

# Legal Bases and Pedagogical Documentation

201263

## Lecturer



izv. prof. dr. sc.  
Rona Bušljeta  
Kardum

## Course Description

The objectives of the course Legal Bases and Pedagogical Documentation are: to introduce legal regulations in the field of education in elementary and secondary schools, to explain the origins and purpose of these regulations, to critically assess legislation in the field of education in elementary and secondary schools, to introduce e-Matica and e-Dnevnik.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Name the basic laws, regulations and other documents in the field of education in elementary and high school
2. Distinguish laws and regulations
3. Evaluate the origin and purpose of regulations in the field of education
4. Predict the way of applying regulations in the area of education and training
5. Evaluate existing documents in the field of education in primary and secondary schools
6. Use pedagogical documentation and records; use e-Matica and e-Dnevnik
7. Describe the school management system and the rights of students and parents
8. Explain the supervision of a school institution.

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

Croatian Latinity

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Croatology

History

History

Psychology

ECTS Credits 2.0

English Level L1

E-learning Level L1

Study Hours 30

### Grading

Active participation, written exam (or two colloquiums).



Sociology

Sociology

Modify the explanations and basic terminology of sociological tradition to target population

## General Competencies

Upon the completion of the teacher education programme, the student is capable of:  
Distinguishing between legal regulations, decisions, provisions...of the Republic of Croatia connected with the teaching profession

Use the said documents necessary for the teaching profession

Interpret based on the said documents the rights and obligations of the employees of educational institutions

Recommend the criteria for evaluation in the teaching process.

## Screening of student's work

0.5 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

0.5 ECTS Referat [EN]

2 ECTS

## Forms of Teaching

» Predavanja

» Direct teaching

» Seminar

» Students represent their selected topics through Power point presentation.

## Week by Week Schedule

1. Introductory class; explaining to students their obligations during the course (participation in classes, homeworks, continuous assessment exams) and providing an overview of exam and other relevant literature.
2. Basic regulations in the field of education in primary and secondary schools, and their hierarchy in the sense of legal enforcement and the procedure of passing them.
3. Educational objectives and principles in primary and secondary schools
4. The national curriculum, teaching plans and programmes, and teaching forms.
5. Schoolwork organization: temporal and spatial aspects; the library; cooperation of schools; house rules; transportation; nutrition; safety and health protection of students.
6. Students with special educational needs.
7. Rights and duties of students: the protection of the rights of students, the council of students. The rights and duties of parents.
8. The first colloquium.
9. Monitoring and grading student accomplishments.
10. Pedagogical measures.
11. Starting and terminating work in a school institution. Professional training, development, advancement and issuing licences.
12. Supervising the work of a school institution.
13. Pedagogical documentation and records.
14. The second colloquium.

## 15. Managing a school institution.

**Literature**

*Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi*



*Zakon o osnovnom školstvu*



*Zakon o srednjem školstvu*



*Pravilnik o načinu praćenja i ocjenjivanja rada učenika u osnovnoj i srednjoj školi*



*Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje*



Sekulić Erić, I. (2016). *Priručnik za polaganje stručnog ispita pripravnika u osnovnim i srednjim školama*, Zadržna štampa d.d.

**Similar Courses**

» Education, Oxford

# Lexicology and Lexicography of the Croatian Language

147174

## Lecturer



prof. dr. sc.  
Sanja Vučić  
Vranković

## Course Description

The main objective of this course is to give the students a thorough description of general and Croatian lexis in one place and to process the majority of issues related to the notion of lexical units. By confronting different theories, students will be encouraged to independently consider universals through semantic relations between lexical units: which is one, and which is two (relation between polysemy and homonymy); what is the same and what is different (relation between synonymy and paronymy); what is a possibility, and what is realization (relationship between paradigmatic and syntagmatic). In addition to gaining theoretical knowledge and be given a historical overview of the development of the Croatian lexis, the students will, through interactive classes, enrich their vocabulary, be able to observe lexical errors in public communication, properly use lexical units and thereby develop the ability of naming concepts in Croatian words. During the semester, the students will be able to apply the knowledge acquired through classes and constant reading of lexicological works and deal with smaller assignments, and check what they have learned through lexicographic examples.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply and master the lexicological and lexicographic terminology
2. Distinguish between linguistic units
3. Distinguish linguistic levels and understand the concept of a lexical unit
4. Identify and analyze interlexeme and intralexeme semantic relations
5. Analyze and observe universal relations and discuss abstract concepts
6. Apply theoretical knowledge on specific examples
7. Discover the world of science by cognition of language universals.

## Study Programme Learning Outcomes

### Croatology

Define, single out, explain and argue basic terms from lexicology and lexicography

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Describe and classify a word formation

## General Competencies

Master the lexical level and integrate the conversance of all language levels.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours  
30  
15Teaching Assistant  
Lidija Bogović, mag. croat.

### Grading

Max number of points:  
compulsory attendance 80% = 10, both tests passed = 40, written exam = 20, oral examination = 20, activity in class = 10, a total of 100 points.  
Grades on tests and final exam:  
51-63 = 2, 64-75 = 3, 76-87 = 4, 88-100 = 5.



## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Kolokviji [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Usmeni ispit [EN]
- 5 ECTS

## Forms of Teaching

- » Predavanja
  - » lectures
- » Seminar
  - » seminar

## Week by Week Schedule

1. Distinguishing language levels, what is a word, lexical unit as a language sign, lexical meaning, lexical meaning analysis methods
2. What is lexicology, the history of lexicological research
3. Lexicon, types of lexical relations
4. Interlexeme semantic relations, a. paradigmatic lexical relations, a) content (hyponymy, synonymy, antonymy): hyponymy
5. Synonymy
6. Antonymy
7. Antonymy; workshop / test
8. Content and expressive (homonymy, paronymy): paronymy
9. Homonymy
10. Syntagmatic lexical relations: collocations
11. Intralexeme semantic relations: polysemy
12. Workshop / test
13. Lexicon development, the layering of lexis
14. Peripheral disciplines (phraseology, onomastics, etymology)
15. Croatian lexicography, basic concepts

## Literature



*Bilo koja knjiga o leksikologiji na bilo kojem jeziku. Mogući izbor: Ladislav Zgusta: Priručnik leksikografije (preveo D. Šipka), Sarajevo 1991. (original: Manual of Lexicography, The Hague 1971), str. 27-332.*



J. Filipec; F. Čermák *Česká lexicologie, Prag 1985.*



Leonhard Lipka (2002). *English Lexicology*, Tübingen



Rajna Dragičević (2007). *Leksikologija srpskog jezika*, Beograd



Danko Šipka (1998). *Osnovi leksikologije i srodnih disciplina*, str. 9-163., Novi Sad

## Similar Courses

- » Suvremena hrvatska leksikologija, Oxford

# Literary Stylistics

201804

## Lecturer



izv. prof. dr. sc.  
Karolina Vrban  
Zrinski

## Course Description

The aim of the course is to enable students to acquire knowledge in the field of literary stylistics thus contributing to the development of communicative competence in the study of literature and language.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe and define features of a given literary style
2. Synthesize knowledge and explain functional styles
3. Analyze and distinguish certain styles and compare them to other literary styles
4. Demonstrate and set a hypothesis of a nature of a literary style and formulate, assemble and write a synthesis of their own perspective
5. Differentiate, evaluate and grade pupils and support it with arguments

## Study Programme Learning Outcomes

Dual-major studies

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Describe, recognize and apply the fundamental stylistic features of the text

Croatology

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 15

15

## Grading

70% attendance is a must.  
Student papers (essays) are graded and a final grade is given accordingly.



## General Competencies

In the context of literary science and linguistics, Stylistics is important because it teaches students to research and recognize means of artistic expression.

Students study the language expression and function of literary texts and recognize rules and principles.

As part of the teaching process in language and literature classes in elementary and secondary schools, stylistics teaches students to write and speak well.

After completing the course of Stylistics, students will be able to identify functional styles in literature and develop the ability to choose appropriate texts for specific needs during the process of teaching in elementary and secondary schools.

Understanding of the functional styles contributes to more beautiful and more accurate expression, development of cognitive skills and aesthetic awareness.

## Week by Week Schedule

1. A detailed overview of the subject course according to the plan of lectures
2. Introduction into stylistics
3. Stylistics Trends
4. Phonostylistics
5. Morphonestylistics
6. Syntactostylistics
7. Semantostylistics
8. Administrative style
9. Non-fiction writing
10. Fiction writing
11. Scientific writing
12. Stylistics of discourses
13. Functional styles of Croatian language
14. Exam / Colloquium
15. Exam / Colloquium

## Literature



Marina Bakaršić Katnić  
(2001). *Stilistika*, Ljiljan,  
Sarajevo



Josip Silić (2006).  
*Funkcionalni stilovi  
hrvatskoga jezika*, Disput,  
Zagreb

# Literature and Culture of Croats in the Diaspora

126030

## Lecturer



prof. dr. sc.  
Sanja Vulić  
Vranković

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

Final exam - 100 %.

## Course Description

Introduction to the Croatian language groups outside Croatia. Students will learn about Croatian idioms in Austria, Slovakia, Hungary, Rumania, Italia, Serbia, Montenegro and a sociolect of the Janjevci Croats in Bulgaria. After acquiring theoretical and analytical framework, students will locate these idioms in the frameworks of Croatian dialectology. Based on the example of certain idioms which have been disappearing, the phenomenon of the language death is being introduced.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define certain Croatian language communities in the Diaspora.
2. Describe the location from which they emigrated and the time of emigration
3. Describe which Croatian variants, dialects and subdialects are spoken in the Diaspora
4. Analyze the phonology of certain language groups.
5. Analyze the morphological system of certain language groups.
6. Analyze the lexis of certain language groups
7. Interpret different language influences.

## Study Programme Learning Outcomes

### Croatology

Define linguistic policies in relation to Croatian language

Single out the characteristics of Croatian culture in the diaspora

Recognize, explain and single out the characteristics of Croatian dialectal literary -lingual heritage

Apply different theoretical approaches in linguistics

## General Competencies

After the course is finished, students will be able to independently analyze dialect samples in the Diaspora, which contributes to their cognitive ability of better understanding of language situation in the Diaspora and the sociolinguistic aspect of language groups in the Diaspora.

## Week by Week Schedule

1. Basic concepts: the Diaspora, autochthonous communities (migration, autonomous, emigration), basic groups

2. Idioms of Croats in Italia
3. Idioms and language in literary works of Croats in Austria
4. Idioms and language in literary works of Croats in Slovakia and Moravia.
5. Idioms of Croats in western Hungary
6. Language in literary works of Croats in western Hungary
7. Idioms of Pomurje-Croats and Podravina-Croats in Hungary
8. Language in literary works of Pomurje-Croats and Podravina-Croats in Hungary
9. Idiom of Hajmaš in Hungary
10. Idioms of the Slavonian dialect in Hungary and Vojvodina
11. Neo-Shtokavian idioms of Croats in Hungary and Vojvodina
12. Idioms of Croats in the Bay of Kotor
13. Idioms of the Janjevci Croats in Kosovo and Bulgaria
14. Idioms of Croats in Rumania
15. Croatian language on other continents

## Literature



*Neweklowsky, G. (2010) Jezik Gradišćanskih Hrvatov. Trajštof: Znanstveni institut Gradišćanskih Hrvatov.*



*Piccoli, A (1996) Govor moliških Hrvatov. Tjedan moliških Hrvatov. Zagreb: Hrvatska matica iseljenika (str. 29-32)*



*Vulić, S (2006) O govorima Hrvatov u Mađarskoj, Klasje naših ravni, XI/9-10, Subotica (str. 63-67)*



*Vulić, S (2009) Vitezovi hrvatskoga jezika u Bačkoj. Subotica: NIU Hrvatska riječ - Matica hrvatska Ogranak Subotica*

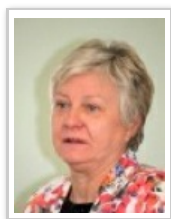


*Vulić, S (2011) Hrvatov iz Gornje Lastve, Spomenica 600. obljetnice crkve Male Gospe u Gornjoj Lastvi (1410.-2010.). Split: Naklada Bošković (str. 113-138)*

# Literature and Culture of the Croats in the Diaspora

57134

## Lecturer



prof. dr. sc.  
Sanja Vučić  
Vranković

## Course Description

Introduce the students to the literature and culture of Croats in the so called Old Diaspora – the European border countries in which the descendants of Croatian immigrants still live as national minorities: Austria, Hungary, Slovakia, Rumania, Serbia, Montenegro, Italia as well as immigrants in the USA, Canada, Chile, Australia, Argentina

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the reasons of Croatian emigration across the Europe from the 15th to the 17th century.
2. Recognize the cultural, literary and language factors according to which Croats in the Diaspora adapt to the culture and literature of their parent nation in the Republic of Croatia.
3. They will show the identification factors through culture, religion, literature and language of Croats in the Diaspora.
4. They will analyze the valuable positive attitude towards culture and literature of Croatian minorities in the domicile country.
5. They will show with their seminar paper and will gain the skill in finding primary and secondary literature on Croats in the Diaspora.

## Study Programme Learning Outcomes

### Croatology

- Interpret and critically judge literary text
- Single out the characteristics of Croatian culture in the diaspora
- Recognize and classify Croatian writers of European and world references
- Recognize, explain and single out the characteristics of Croatian dialectal literary -lingual heritage

## General Competencies

Introduce the students to the history of Croatian diaspora in Europe or the overseas countries. Introduce them to the reasons of Croatian emigration in the 15th, 16th and the 17th century. Show the cultural and national identity of Croatian minorities in the European border countries: Austria, Slovakia, Hungary, Italia, Rumania, Serbia, Montenegro. Introduce them to the reasons of the emigration to the overseas countries. Introduce them to the main factors which influenced the conservation of the Croatian culture and the Croatian language of Croats in the Diaspora.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours 15

15

## Teaching Assistant

Lidija Bogović, mag. croat.

## Grading

At the beginning of the semester the incoming students' competencies will be tested and they will receive the instructions about the possible lack of knowledge on the subject being thought. The examination of the subject and writing the seminar paper. At the end of the semester, the subject and the professor who teaches it will be evaluated. Professors will use the information for self-evaluation and possible reconstruction of teaching, work methods and student evaluation. The examination and writing the seminar paper.

## Week by Week Schedule

1. The socio political context in Europe and the Croatian countries in the 15th and the 17th century.
2. The reasons of Croatian emigration from the Croatian countries in the 15th, 16th and the 17th century.
3. Southern and northern emigration direction of Croats in Europe
4. The Molise Croats: origins, culture and language
5. The Croatian nobility as an important factor in the Croatian emigration to: the western Kingdom of Hungary and Moravia
6. The life of Croats in the new environment of the Habsburg region in the 16th and the 17th century.
7. The attitude of the domicile population towards Croatian immigrants in the western Kingdom of Hungary
8. Croatian literary and language monument of Croats in the western Kingdom of Hungary in the 16th century.
9. The first book printed in Latin alphabet and intended for Croats in the western Kingdom of Hungary.
10. The literature of Croats in the western Kingdom in the 17th and the 18th century.
11. The guardians of the Croatian language and caretakers of literature of Croats in the western Kingdom of Hungary from the 17th to the 19th century.
12. Destiny of Croats in the western Kingdom of Hungary after the First World War.
13. Croats in other European border countries after that war.
14. Croats and their culture in the overseas countries.
15. Publicist and literary activity of Croats in the so called emigrational epoch.

## Literature



Mate Ujević (1934).  
*Gradišćanski Hrvati, Zagreb,*  
Hrvatsko književno društvo  
sv. Jeronima



Ivan Kampuš, ur. (1995).  
*Povijest i kultura*  
*gradišćanskih Hrvata,*  
Globus, Zagreb



Nikola Benčić (1998).  
*Književnost gradišćanskih*  
*Hrvata od 16. stoljeća do 1921.; i*  
*od 1921. do danas,* Sekcija DHK  
i Hrvatskoga Centra P.E.N-a  
za Proučavanje Književnosti u  
Hrvatskom Iseljništvu



Dragutin Pavličević (1994).  
*Moravski Hrvati,* Hrvatska  
sveučilišna naklada, Zagreb



Alojz Jembrih (1997). *Na*  
*izvori gradišćanskohrvatskoga*  
*jezika i književnosti,*  
Znanstveni Inst.  
Gradišćanskih Hrvatov



# Local and Regional Development in Croatia

211177

## Course Description

Introduction to sociologically relevant specifics of Croatian local communities and regions and their development potentials.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Reproduce sociological knowledge about local communities and regions
2. Illustrate the skills to notice and critically evaluate the specifics of local communities.
3. Analyze knowledge of contemporary demographic, environmental and economic challenges facing the local community.
4. Analyze the basics of sociological subdisciplines (sociology of risk, sociology of space, social ecology).
5. Justify the selection of optimal methodological instruments for research of specific phenomena in local communities.

## Study Programme Learning Outcomes

Dual-major studies

Sociology

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Seminarski rad [EN]
- 3 ECTS

## Week by Week Schedule

1. Introductory lecture (introduction to teaching obligations, literature, expected outcomes and ways of evaluating student work, division of seminar topics)
2. Sociological thinking of local communities
3. Historical overview of the sociodemographic development of Croatia
4. Social and cultural specifics of Croatian regions
5. Urban environments of Croatia (introduction to the basics of urban sociology in Croatia)
6. Rural areas of Croatia (introduction to the basics of rural sociology in Croatia)
7. Colloquium
8. Sustainable local and regional development
9. Local communities and contemporary risks
10. Socio-ecological challenges of local communities in Croatia
11. Colloquium
12. Fieldwork or guest lecture
13. Seminar presentations (individually or in pairs) and discussions
14. Seminar presentations (individually or in pairs) and discussions
15. Seminar presentations (individually or in pairs) and discussions

ECTS Credits 3.0

English Level L1

E-learning Level L1 (15%)

Study Hours

15

15

## Grading

2 colloquia, seminar and oral exam

## Literature



Cifrić (1989). *Socijalna ekologija*, Zagreb: Globus



Šimleša, D. (2010). *Ekološki otisak*, TIM Press

## Similar Courses

» Sustainable Urban Development, Oxford

# Logic and Methodology of Science

227446



## Lecturer



izv. prof. dr. sc.  
Sandro Skansi

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

15

15

Grading

Usmeno

## Course Description

Introduce the student to advanced philosophico-logical topics related to artificial intelligence, such as artificial neural networks, fuzzy logic, evolutionary approaches, rough sets and deterministic chaos. Special emphasis will be placed on the philosophical and logical beginnings of these selected topics from artificial intelligence. A separate part at the end of the course is dedicated to the history of logic and artificial intelligence in Croatia. Develop the general logical-philosophical-methodological competences of students as well as explain advanced philosophical aspects of logic.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze about the development of artificial intelligence and cybernetics and on the role of philosophers and philosophical logicians in its early development.
2. Analyze a system that uses fuzzy logic
3. Analyze the role of deterministic chaos
4. Analyze artificial neural networks and their emergence as part of philosophical logic and their real influence in society
5. Analyze .
6. Analyze .
7. Analyze .
8. Analyze .

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Formulate different arguments, possible contradictions and construct counterexamples

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Explain the specifics of contemporary philosophical disciplines and their development

Develop and evaluate one's own work and progress in learning, understanding and explaining various philosophical problems

## Screening of student's work

3 ECTS Usmeni ispit [EN]

3 ECTS

## Week by Week Schedule

1. A general introduction to the role of logic in artificial intelligence past and present.
2. Supervised machine learning and the perceptron.
3. Multi-layered artificial neural network. Possible applications in philosophy.
4. Convolutional and recurrent networks: deep learning.
5. Kohonen's self-deprecating mappings and Boltzmann's machines.
6. Genetic algorithms.
7. Fuzzy sets and philosophical motivation.
8. Fuzzy logic and systems. Applications fuzzy logic.
9. Rough sets.
10. Deterministic, stochastic, chaotic and random processes. Application in artificial neural networks and fuzzy logic.
11. The theory of deterministic chaos. Ties to the philosophy of science. Attractors.
12. A history of cybernetics and artificial intelligence in the United States. The role of philosophers and philosophical logicians in the early development of cybernetics and artificial intelligence.
13. The history of cybernetics and artificial intelligence in the USSR. Ties and conflicts with philosophy and politics.
14. Početci umjetne inteligencije u Hrvatskoj 1950-ih godina: Božidar Finka i Bulcsú László.
15. Discussion

## Literature



Sandro Skansi (2018). *Introduction to Deep Learning*, Springer



Sandro Skansi (2020). *Guide to Deep Learning Basics*, Springer

## Similar Courses

» Logika i metodologija znanosti, Oxford

# Love and Beauty in the Works of Croatian Renaissance Philosophers

201523



## Lecturer



doc. dr. sc.  
Željka Metesi  
Deronjić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

Grading

Oral exam

## Course Description

The aim of the course is to acquaint students with the basic conceptions of love (and its inseparable couple - the beauty) of the Croatian Renaissance philosophers Frane Petrić, Nikola Vitov Gučetić and Miho Monaldi; to draw their attention to the place and meaning of their ideas in the context of numerous Italian Renaissance works on love and beauty; to stimulate constructive discussion of notions of love and beauty.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List the main representatives of the Renaissance philosophy of love
2. Explain the key points of the renaissance thinking of beauty and love
3. Recognize the basic conceptions of love and beauty in the works of Croatian Renaissance philosophers
4. Indicate and describe the pluralism of love discourses in the 16th century
5. Define the main segments of Renaissance Platonism on which numerous Renaissance thinkers shape their love philosophy
6. Compare the dialogical love debates of Croatian Renaissance philosophers with contemporary treatises on love and beauty signed by Italian authors

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Formulate different arguments, possible contradictions and construct counterexamples

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Create written and oral presentations of complex academic and non-academic content

Encourage the development of professional and scientific excellence and integrity and determine the need for lifelong learning and professional development

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Seminarski rad [EN]
- 1 ECTS Usmeni ispit [EN]
- 3 ECTS

## Week by Week Schedule

1. The main topics of the lecture
2. Plato
3. Marsilio Ficino
4. Prose Comments on Love Verses (Dante, Lorenzo de' Medici, Girolamo Benivieni, Giovanni Pico della Mirandola, Pompeo della Barba, Giordano Bruno)
5. Treatises on Love (Leone Ebreo, Pietro Bembo, Mario Equicola, Sperone Speroni, Tullia d'Aragona, Annibale Romei)
6. Petrić's Commentary on L. Contile's Love Sonnets
7. Petrić's "L'amorosa filosofia"
8. Philautia
9. "Il Delfino overo del bacio"
10. Nikola Vitov Gučetić (Dialogo della bellezza)
11. Nikola Vitov Gučetić (Dialogo d'amore)
12. Miho Monaldi (Irene overo della bellezza)
13. Woman in the Renaissance
14. Love and jealousy
15. Discussion

## Literature



Erna Banić-Pajnić (2012). »Renesansni traktati o ljubavi (Marsilio Ficino – Nikola Vitov Gučetić)«, *Prilozi za istraživanje hrvatske filozofske baštine* 38/1 (2012), Institut za filozofiju



Nikola Vitov Gučetić (2008). *Dialogo della bellezza/Dijalog o ljepoti; Dialogo d'Amore/Dijalog o ljubavi*, priredila Ljerka Schiffler, prevela s talijanskog Natka Badurina, Matica hrvatska



Franjo Jelašić (1909). *Miho Monaldi: Irena iliti o ljepoti: rasprava odobrena od povjerenstva strogih ispita Mudroslovnog fakulteta*, Dionička tiskara

## Additional Literature



John Charles Nelson (1958). *Renaissance Theory of Love. The context of Giordano Bruno's Eroici furori*, Columbia University Press



Erna Banić-Pajnić (2015). »Marsilio Ficino and Franciscus Patricius on Love«, in: Tomáš Nejeschleba, Paul Richard Blum (eds.), *Francesco Patrizi Philosopher of the Renaissance, Proceedings from The Centre for Renaissance Texts Conference, 24–26 April 2014*, CRT, Olomouc



Ljerka Schiffler (2000).  
»Renesansno umijeće dijaloga:  
Miho Monaldi, Raspra o ljepoti«,  
Prilozi za istraživanje hrvatske  
filozofske baštine 51–52 (2000),  
Institut za filozofiju

### Similar Courses

» Love, Oxford

# Market Research

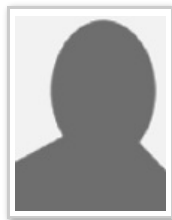
211196



## Lecturers



izv. prof. dr. sc.  
Ivan Balabanić



doc. dr. sc.  
Erik Brezovec

## Course Description

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply theoretical knowledge to work in the field of market research
2. Describe the types of market research
3. Compare approaches to market research with regard to their applicability to individual cases
4. Explain the method of processing quantitative data in market research
5. Prepare the final research report for presentation to clients
6. Apply the acquired knowledge in the context of the Republic of Croatia

### Study Programme Learning Outcomes

Dual-major studies

Sociology

- Evaluate social impact of social changes in society
- Apply qualitative and quantitative data processing programs
- Apply social research methods in labor market analyses

Sociology

- Evaluate social impact of social changes in society
- Apply qualitative and quantitative data processing programs

### Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Usmeni ispit [EN]
- 1 ECTS Praktični rad [EN]
- 3 ECTS

### Week by Week Schedule

1. 1. Introductory lecture - familiarization with obligations and work methods - enrollment in exercise groups
2. 2. Market research in the Republic of Croatia and the world - agencies, profitability, employability

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15  
15Teaching Assistant  
dr. sc. Lovre de Grisogono

### Grading

Complete 15 hours of practice at a selected market research agency  
Class attendance - maximum 3 absences allowed  
Active participation in classes  
Successfully passed the oral exam



3. 3. Types of market research – product testing and brand awareness
4. 4. Types of market research - advertising testing
5. 5. Types of market research - satisfaction testing
6. 6. Guest lecture from the profession - "researchers"
7. 7. Coordination and management of the field part of market research (qualitative methods)
8. 8. Coordination and management of the field part of market research (quantitative methods and field market research)
9. 9. Leading and managing the CATI department
10. 10. Guest lecture from the profession - coordination
11. 11. Data processing and presentation of results in market research (quantitative)
12. 12. Data processing and presentation of results in market research (qualitative)
13. 13. Guest lecture from the profession - data processing
14. 14. Final lecture: handing over reports on practice and exchange of experiences
15. 15. Oral colloquium

## Literature



Smith, S.M., Albaum, G.S. (2012). *Basic Marketing Research: Volume 1 Handbook for Research Professionals.*, Provo, Utah: Qualtrics Labs, Inc.



Szwartz, P. (2005). *Researching Customer Satisfaction & Loyalty.*, London & Sterling, VA: Kogan Page



Belk, R.W. ed. (2006). *Handbook of Qualitative Research Methods in Marketing.*, Cheltenham; Northampton: Edward Elgar.



Sherry, J.F., Fischer, E. (2009). *Explorations in Consumer Culture Theory Routledge Interpretive Marketing Research Series.*, Taylor & Francis Routledge.

## Additional Literature



Shukla, P. (2008). *Marketing Research.*, Paurav Shukla and Ventus Publishing ApS.

## Similar Courses

- » Market Research, Oxford

# Mass Communication and Journalism in the Contemporary World

57213



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## Lecturer



doc. dr. sc.  
Jelena Jurišić

ECTS Credits 5.0

English Level L2

E-learning Level L1 (20%)

Study Hours

15

15

## Grading

50% colloquium, 20% class activity, 30% seminar work

## Course Description

To introduce students to the development of a theoretical study of mass communication and journalism from modernism to the present, with movements, schools and theories that have been aroused and become the foundation of contemporary media theory as well as those to be used, according to experts, to establish mass communication and media activity in 21st century.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Reproduce, itemize and explain processed theory.
2. Apply, use and be acquainted with technical terminology
3. Explain and understand the interdisciplinary nature of the communications and explain processed theories in the context of other science under whose influence emerged.
4. Analyze critically and explain processed theory, their significance for journalism and mass communication.
5. Argue and rationally defend your own attitude about analyzed theme.
6. Demonstrate the ability to understand and process of academic and non-academic texts and reproduce their basic meaning and content.
7. Reproduce and present with arguments critical essay on a book that you read.

## Study Programme Learning Outcomes

### Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Define and describe the disciplines of contemporary communication studies, the history of their development and central problems, and use professional terminology in different areas of communication studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Show the application of theoretical knowledge of communication studies

Think interdisciplinary and respect different scientific methodologies and

views on special questions and problems

Interpret the most important works of certain theoreticians of communication studies, mass communication and journalism and public relations, and critically analyze and evaluate the positions and arguments contained in them

## General Competencies

Define, describe and explain the basic theory of mass communication and journalism incurred in the period under review. Apply, classify and distinguish professional terminology. Identify and provide reasoned interpretation of interdisciplinary nature of the study of mass communication and journalism, connecting the individual segments of their characteristics with the corresponding segments of the history and characteristics of the social sciences and humanities as well as various aspects of social development. In written and oral arguments clearly show and analyse complex academic and non-academic contents.

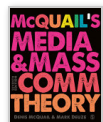
## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Kolokviji [EN]
- 2 ECTS Seminarski rad [EN]
- 5 ECTS

## Week by Week Schedule

1. Introduction to the subject, modernism
2. Doctrine of Marshall McLuhan
3. Structuralism
4. Deconstructionism
5. Normative theory of the media
6. Theories of responsibility and integrity, the economic theory of media
7. Media monopoly and concentration of ownership
8. Concepts of public and commercial broadcasting
9. Futuristic media theory: post-industrial society
10. Emotional art - mosaic of culture
11. Technotronic society
12. Theory of the third wave
13. Information society
14. "Networked society"
15. Practical application of theoretical knowledge

## Literature



McQuail, D., Deuze, M. (2020). *McQuail's Mass Communication Theory, 7th ed. (Chapter 2.)*, SAGE Publications, London



Bilić, Paško (2020). *Sociologija medija: Rutine, tehnologija i moć*, Naklada Jesenski i Turk, Zagreb



Manuel Castells (2000). *Informacijsko doba: Ekonomija, društvo i kultura - sv.1., Uspun umreženog društva*, Golden marketing, Zagreb



Manuel Castells (2003). *Informacijsko doba: Ekonomija, društvo i kultura - Kraj tisućljeća, sv. 3.*, Golden marketing, Zagreb



Ben H. Bagdikian (2004). *The New Media monopoly* (odabrane stranice), Beacon Press, Boston



Paul Levinson *Digitalni Mcluhan vodič za novo doba*, Izvori, Zagreb 2001. str. 50;



Arjen Mulder: *Understanding Media Theory: Language, Image, Sound, Behavior*, V2\_/NAi Publishers, 2004. - str. 202.

## Similar Courses

» Media, Communications and Journalism: Criticism and Theory, Glasgow University, Oxford

# Mass Communication: Cultural Aspects

63567

## Lecturer



Ljubica Josić,  
izv. prof. dr. sc.

## Course Description

The aim of the course is to familiarize students with the role of the media in the culture of the society, with cultural values of media content and industry of culture as a phenomenon of contemporary consumption. It also aims to facilitate the adoption of terminology and theoretical and analytical framework for analyzing media writing or research in cultural phenomena and media.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Compare different theoretical approaches and critical role of the media in culture
2. Differentiate terminology and methodological research practice of cultural aspects of mass communication.
3. Distinguish between different cultural media genres
4. Classify and explain various cultural trends and their impact on mass communication and media content
5. Identify 4 types of cultures in mass media.
6. Distinguish and monitor the cultural contents in different media.
7. Distinguish and interpret the relation between culture and politics in media presentation.
8. Define the terms associated to the popular culture, high culture, digital culture and traditional culture.

## Study Programme Learning Outcomes

Communication Studies

## General Competencies

Apply, classify and distinguish the professional terminology related to the content of the study course; identify and interpret arguments for interdisciplinary nature of communicology, linking individual segments of the peculiarities of communicology, mass communications with various aspects of social development; consider and assess the legitimacy of various theoretical and practical suggestions, taking into account the specificities of the various areas of life and work environment; coordinate discussions and provide explanatory comments on a number of issues, primarily communicational nature, but of cultural nature as well.

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours 15

15

Teaching Assistant  
dr. sc. Nina Ožegović

### Grading

100% exam. Exam with 15 questions. Eight correct answers for 2 (8/9-2, 10/11-3, 12/13-4, 14/15-5). Orally examination for best grade.



## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 1 ECTS Praktični rad [EN]
- 5 ECTS

## Forms of Teaching

- » Predavanja
  - » Yes
- » Seminar
  - » Yes

## Week by Week Schedule

1. Cultural and theoretical approach to media.
2. Pop-culture
3. Media entertainment industry
4. Symbols, opinions and habits of media cultural production
5. Globalisation of cultural media discourse
6. Cultural imperialism
7. Media and contemporary identity
8. Culture of consumerism
9. Hybridisation of mass culture
10. Media and traditional culture
11. Media and elite culture
12. Formats of culture
13. Public media and culture
14. Big Brother and reality show culture
15. Celebrity culture

## Literature



Zgrabljic Rotar, Nada (ur.) (2011). *Digitalno doba. Masovni mediji i digitalna kultura*, Sveučilište u Zadru



Kellner, Douglas (2004). *Medijska kultura (Media Culture)*, Beograd: Clio



Nada Zgrabljic Rotar (2004). *Radio. Mit i informacija, dijalog i demokracija*, Golden Marketing



Nada Zgrabljic Rotar (ur.) (2005). *Medijska pismenost i civilno društvo*, MediaCentar Sarajevo



Nick Stevenson (2006). *Understanding Media Culture*, SAGE Publiation



Arthur Asa Berger (2006). *Ways to Understand Communication.*, Rowman

## Similar Courses

- » Modern Culture and Media Courses, Oxford
- » Cardiff School of Journalism, Media and Cultural Studies, Cardiff University, Oxford

# Mass Communication: Political Aspects

57211

## Lecturer



doc. dr. sc.  
Tomislav Janović

## Course Description

Mass communication has given character to human society since its beginning, and its forms have evolved in parallel with social and technological development and had impact on the character of political relations. The information society is characterized by a pronounced influence of the media on social life, and the emergence of new media is again changing the forms of communication and strongly influences the methods of politics.

The aim of the course is to enable students to gain insight into the latest developments in the political aspects of mass communication, and the role of communication in the political process. The course will contain an introduction to the structure of the political process, the history of political ideas and public phenomenon as a framework for communication and legitimacy based on political decisions. The course should enable students to acquire knowledge and adoption of appropriate methods of research.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, classify and distinguish between political communication and political aspects of mass communication;
2. Define, explain and be familiar with the relationship between politics and the media;
3. Explain and understand the development of mass communication, with an emphasis on the political aspects of mass communication;
4. Define, explain and recognize the role of media in a democracy;
5. Define, identify and use a variety of political approaches to media content;
6. Define and explain the use of political and democratic values in the work of the media.

## Study Programme Learning Outcomes

### Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Define and describe the disciplines of contemporary communication studies, the history of their development and central problems, and use professional terminology in different areas of communication studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of

ECTS Credits 5.0

English Level L2

E-learning Level L1 (20%)

Study Hours  
15  
15

Teaching Assistant  
dr. sc. Dražen Maleš

### Grading

A prerequisite for the successful completion of the course is regular and active participation. During the semester, students should submit a paper on a given topic, write an essay on the same topic, participate in two colloquia and show initiative during the discussion.

view

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Show the application of theoretical knowledge of communication studies

Develop competences in professional and interdisciplinary teamwork

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

## General Competencies

Define, describe and evaluate the political aspects of mass communication, the history of their development and the central problems;

Apply, classify and differentiate professional terminology;

Coordinate discussions and provide explanatory comments on a number of issues, primarily of communicational nature, but also of a political nature;

Conceptually clearly present information and different political views and critically assess the credibility of statements, assumptions and arguments mediated through a variety of media;

Identify and use arguments to interpret interdisciplinary nature of communications, linking parts of the history and characteristics of mass communication with the corresponding segments of the history and characteristics of the social sciences, particularly political science, and political aspects of social development.

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Kolokviji [EN]

1 ECTS Istraživanje [EN]

1 ECTS Seminarski rad [EN]

5 ECTS

## Week by Week Schedule

1. The fundamental issues of politics: Plato, Aristotle, Cicero
2. Christianity and Politics: St. Augustine, Thomas Aquinas, Thomas Morus
3. Machiavelli and politics as the art of the possible
4. Early modern political concepts: Hobbes, Locke, Rousseau, Mill
5. Cognitive processes and policies: F. Hegel and Kant
6. Marxism and the fate of social visions
7. The structure of the political process
8. Politics as a vocation: M. Weber
9. Colloquium
10. Language and politics
11. New media, social networks and politics
12. Globalization and integration processes in the world
13. Journalists as political actors
14. Journalists as political actors
15. Colloquium



## Literature



McNair, Brian (2003). *Uvod u političku komunikaciju*, Zagreb, Fakultet političkih znanosti



Axford, B. / Rosamond, B. / Turner, J. / Huggins, R. / Browning, Gary K. (2002). *Uvod u politologiju*, Zagreb, Politička kultura



Labaš, Danijel (2009). *Međuljudska komunikacija, novi mediji i etika*, u: Labaš, D., *Novi mediji - nove tehnologije - novi moral*, Zagreb, Hrvatski studiji



Lovrić, Ivo (2009). *Javnost i politička komunikacija u uvjetima novih medija*, u: Labaš, D., *Novi mediji - nove tehnologije - novi moral*, Zagreb, Hrvatski studiji



Šišak, Marinko (2009). *Javnost i novi mediji*, u: Labaš, D., *Novi mediji - nove tehnologije - novi moral*, Zagreb, Hrvatski studiji

## Similar Courses

» Political communication, Harvard University, Oxford

# Mass Communication Research Methodology

57208



## Lecturer



izv. prof. dr. sc.  
Ivan Burić

ECTS Credits 5.0

English Level Lo

E-learning Level L1 (20%)

Study Hours

15

15

## Grading

Three-fifths of grade is based on participation in discussions and work at seminars, and two-fifths on proceedings of a written and oral exam.

## Course Description

At the beginning of graduate studies, the task of this course is to show the different possibilities and methods of scientific research of media to facilitate the students to decide what subject to choose for their research as well as subject of the MA thesis. As preparation for independent and responsible scientific research in the field of media research, the course will introduce students (both in theoretical and practical terms) to methodological approaches to mass communication research in the fields of mass communications.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define and describe the basics of scientific research.
2. Define and describe specificity of quantitative research methods.
3. Define and describe specificity of qualitative research methods.
4. Apply scientific research methods in the study of mass communication
5. Write a research design.
6. Analyze and interpret data collected by scientific research methods in field of mass communication

## Study Programme Learning Outcomes

### Communication Studies

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

## General Competencies

Apply, classify and distinguish the professional terminology in various fields of communications.

Identify, evaluate and use a variety of scientific research methods of social science, applied at communication studies.

Carry out scientific research in teamwork settings in the field of communications with the help of modern scientific research methods; writing papers in a clear and organized manner.

Interdisciplinary thinking and acknowledgement of various scientific methodologies and perspectives on specific issues and problems.

Demonstrate developed social skills, critical thinking and reasoning arguments.

## Screening of student's work

1 ECTS Seminarski rad [EN]

4 ECTS Usmeni ispit [EN]

5 ECTS

## Week by Week Schedule

1. Purpose and aims of course. Basic concepts of research methods in social sciences, specificity of scientific research methods of mass communication.
2. Aims and purposes of scientific research. Definition of theory. Types of theories in science. Function of theory in research process.
3. Development of science, the concept of scientific paradigm, classification of research approaches in science.
4. Basic principles of positivism, principles of the hermeneutical tradition in social sciences, implications of positivism on quantitative research methods development, implications of hermeneutical traditions on qualitative research methods development. Basic characteristics of qualitative and quantitative research methods.
5. Seminar:  
History of Mass Communication Research
6. Compose a research design, defining research objectives and hypotheses, conceptualization and operationalization.
7. Seminar:  
Survey Research and Questionnaire
8. Sampling, function of sample in scientific research. Universe and sample. Types of sample: probabilistic and non-probabilistic sample, sample size
9. Seminar:  
Content Analysis.
10. Basic principles of qualitative research methods, basic characteristics of interview, focus groups and observations.
11. Seminar:  
Qualitative research process and data analysis.  
Focus groups.
12. Seminar  
Discourse Analysis.  
Mixed research methods.
13. Seminar:  
Case study.
14. Seminar:  
Qualitative and quantitative research methods in journalism.  
Ethnographical research method in journalism.
15. How to structure a research report, how to present research results?

## Literature



Milas, Goran (2009).  
*Istraživačke metode u psihologiji i drugim društvenim znanostima*, Naklada Slap



Mejovšek, Milko (2003).  
*Uvod u metode znanstvenog istraživanja*, Naklada Slap



Koludrović Tomić, Inga, Leborić, Anči (2003).  
*Sociologija životnog stila, Vječne rasprave o odnosu kvantitativnog i kvalitativnog u sociologiji*, Jesenski i Turk



Miroslav VUJEVIĆ (2002).  
*Uvođenje u znanstveni rad – u području društvenih znanosti*, 6. dopunjeno izdanje, Školska knjiga, Zagreb



Kin, Y. Robert (2007). *Studija slučaja – dizajn i metode*, Fakultet političkih znanosti

# Mass Communication: Sociological Aspects

64752

## Lecturer



doc. dr. sc.  
Jelena Jurišić

## Course Description

The main objective of this course is to expand knowledge about the sociological aspects of mass communication.

The specific objective of the course is to deepen students' knowledge on Media activities and their impact on society. Analysis of specific issues that relate to culture, society and communication. Special reference to the sociology of culture and the four major theoretical and philosophical traditions in the study of communication and culture:

positivist functionalism, critical analysis of democracy, cultural studies and popular culture.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze and compare sociological terms connected with media culture
2. Explain issues of relationship between culture, society and communication
3. Argue importance of familiarity with four major theoretical and philosophical traditions: positivist functionalism, critical analysis democracy, cultural studies and popular culture;
4. Describe and explain problems of cultural policy of mass media and problems of mass media and national development
5. Analyze and interpret issues related to the mass media and globalisation, with critical examination of mass communication
6. Produce a competent analysis of communication models from sociological aspects

## Study Programme Learning Outcomes

### Communication Studies

Define and describe the disciplines of contemporary communication studies, the history of their development and central problems, and use professional terminology in different areas of communication studies

Coordinate discussions and provide explanatory comments on a number of issues primarily of a communication nature, but also of a social, cultural or political nature

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours 15

15

Teaching Assistant

dr. sc. Vanesa Varga, doc.

### Grading

10% attendance, 20% participation in discussions, 30% writing a student paper and presentation, 40% student papers, written papers



communications with corresponding segments of the history of social sciences and humanities

Show the application of theoretical knowledge of communication studies

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Interpret the most important works of certain theoreticians of communication studies, mass communication and journalism and public relations, and critically analyze and evaluate the positions and arguments contained in them

## General Competencies

Define, describe and evaluate disciplines of sociological aspects of mass communication;

Apply, classify and distinguish the professional terminology;

Identify and interpret interdisciplinary nature of communicology, linking individual segments of the history and characteristics of the communications with the corresponding segments of the history and characteristics of the social sciences and humanities and different aspects of social development;

Analyze clearly and supported with relevant argument the complex academic and non-academic contents in written and oral form.

## Week by Week Schedule

1. Introductory course: introduction to the subject course, review of the literature and explanation of student's obligations.
2. Subject and methods of sociology of mass communications.
3. Stages of empirical research and theoretical regard of social communication.
4. Researches in communicology.
5. Models of social communications, typology and development of the model.
6. Relationships between the communicators and recipients.
7. Media organizations.
8. New media in mass culture.
9. Origins of sociology of mass communications.
10. Society and mass culture in American sociology.
11. Dialectic sociology of Frankfurt School.
12. Media content.
13. Sociology of mass media and public.
14. Effects of mass media on media users.
15. Structures, functions and styles of mass culture. Conclusions.

## Literature



McQUAIL, D., *Mass Communication Theory: An Introduction*, SAGE, London



McQUAIL, D. WINDAHL, S., *Communication models for the study of mass communication*, Longman, Singapore



LITTLEJOHN, S. W. FOSS, K. A., *Theories of Human Communication*, Toronto

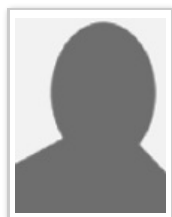
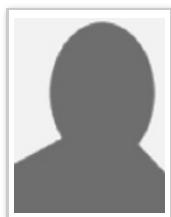
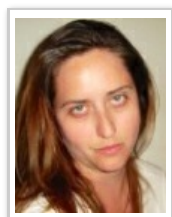
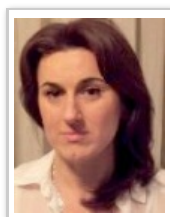
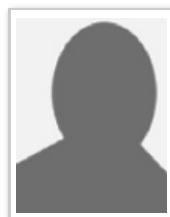
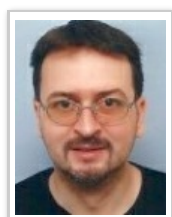
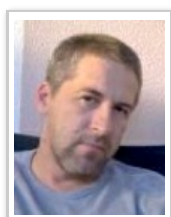


TROWLER, P., *Komunikacija i mediji*, u: HARALAMBOS, M.; HOLBORN, M., *Sociologija. Teme i perspektive*, Zagreb, 2002, str. 935-965.

# Master thesis

**214702**

## Teaching Assistants

doc. dr. sc.  
Mijo Beljodoc. dr. sc.  
Krešimir Bušićizv. prof. dr. sc.  
Rona Bušljeta  
Kardumprof. dr. sc.  
Stjepan Ćosićdoc. dr. sc.  
Eva Katarina  
Glazerizv. prof. dr. sc.  
Marko Jerkovićdoc. dr. sc.  
Ivana Jukić Vidasdoc. dr. sc.  
Monika  
Komušanacdoc. dr. sc.  
Wolfy Krašićdoc. dr. sc.  
Kristina Milkovićdoc. dr. sc.  
Tomislav Popićdoc. dr. sc.  
Vladimir  
Šumanovićizv. prof. dr. sc.  
Mladen Tomoradizv. prof. dr. sc.  
Darko Vitekizv. prof. dr. sc.  
Vlatka Vukelić

ECTS Credits 10.0

English Level Lo

E-learning Level L1

Study Hours 90



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## Course Description

### Study Programme Learning Outcomes

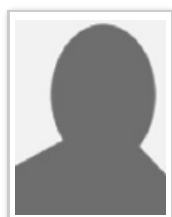
Dual-major studies

History

# Master thesis

**214814**

## Teaching Assistants

prof. dr. sc.  
Pavo Barišićprof. dr. sc.  
Zvonimir Čuljakprof. dr. sc.  
Ivo Džinićizv. prof. dr. sc.  
Ivana Greguricdoc. dr. sc.  
Tomislav Janovićdoc. dr. sc.  
Marko Kardumdoc. dr. sc.  
Željka Metesi  
Deronjićizv. prof. dr. sc.  
Sandro Skansidoc. dr. sc.  
Matija Mato  
Škerbić

ECTS Credits 10.0

English Level Lo

E-learning Level L1

Study Hours 90



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## Course Description

### Study Programme Learning Outcomes

Dual-major studies

Philosophy

Formulate different arguments, possible contradictions and construct counterexamples

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Write clear and coherent philosophical papers and analyses

Apply adequate methodological frameworks in scientific and professional work

Conduct simpler scientific research independently and under guidance



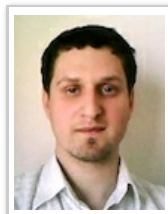
# Master thesis

215173

## Teaching Assistants



prof. dr. sc.  
Šime Demo



izv. prof. dr. sc.  
Marko Jerković



doc. dr. sc.  
Lucija Krešić  
Nacevski



izv. prof. dr. sc.  
Maja Matasović



izv. prof. dr. sc.  
Tamara Tvrtković

## Course Description

### Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

ECTS Credits	10.0
English Level	Lo
E-learning Level	L1
Study Hours	90



# Master thesis

**215308**

## Teaching Assistants



doc. dr. sc.  
Domagoj Brozović



prof. dr. sc.  
Stjepan Ćosić



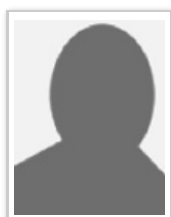
prof. dr. sc.  
Viktorija Franić  
Tomić



prof. dr. sc.  
Mario Grčević



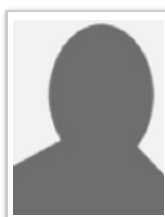
prof. dr. sc.  
Neven Hrvatić



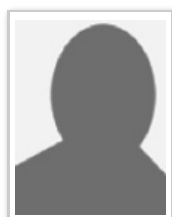
izv. prof. dr. sc.  
Ivana Kresnik



izv. prof. dr. sc.  
Maja Matasović



izv. prof. dr. sc.  
Davor Piskač



izv. prof. dr. sc.  
Karolina Vrban  
Zrinski



prof. dr. sc.  
Sanja Vulić  
Vranković



prof. dr. sc.  
Dubravka Zima

ECTS Credits 10.0

English Level Lo

E-learning Level L1

Study Hours 90

## Course Description

### Study Programme Learning Outcomes

Dual-major studies

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

# Master Thesis

118526

## Course Description

Master thesis is integral, thorough and highly independent requirement by which student finishes his studies. Student has to demonstrate his ability in analyzing required research topic or problem in theoretical and practical sense and as researcher in the field or branch in which the scholarly programme is constituted. The aims of this course are: to learn students how to demonstrate his knowledge in researched topic, to show his ability to conduct an independent research, to apply his knowledge learned from secondary literature in scholarly and academic research, and to apply adequate methodology in his research.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze, gather and critically approach to scholarly literature
2. Choose master thesis
3. Write syllabus of his thesis
4. Plan the course of his scholarly research in default given framework
5. Define research problems, hypotheses and methods by which student will acquire relevant results
6. Write master thesis in extent of 9000 to 10000 words (50-60 pages)

## Study Programme Learning Outcomes

### Croatian Latinity

defend personal scientific insights and positions in concrete cases rationally and by providing valid arguments

define and describe the disciplines of contemporary literature. linguistics and ancillary sciences of history. history of their development and central problems

### Generic competencies

conceptually clearly present diverse information and positions. and critically evaluate the credibility of claims. assumptions and arguments presented through various media

constructively encourage further development of Croatian Latinity as an occupation based on the principles of scientific rationality. international recognisability. scientific excellence and integrity

coordinate discussions and provide explanatory comments on a number of issues of social. cultural and political nature

apply different methods to explain. comment and interpret all literary scientific works written in Latin or Croatian language

critically evaluate diverse descriptive and prescriptive beliefs and points of view on human nature and place in the world

impartially make and evaluate arguments for and against opposed positions

cooperate successfully with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues

follow and adequately reproduce written and oral presentations of complex academic and non-academic topics

identify and interpret common theoretical starting points of different linguistic and other disciplines as well as literary science

identify and interpret the intrinsic interdisciplinary nature of historical research by linking the specific segments of historical research with the corresponding segments of other social sciences and humanities

promote and defend fundamental ideas and principles on which contemporary

ECTS Credits 20.0

English Level Lo

E-learning Level L1

Study Hours

### Grading

50 % written master thesis; 50 % oral exam before three-part committee

democratic societies are based

interpret, assess, comment, translate and prepare for publication works and/or documents reflecting Croatian cultural heritage, especially those written in Latin, in accordance with contemporary philological mores and requirements  
consider and evaluate the validity of diverse theoretical and practical proposals, taking into account specific characteristics of various areas of life and work environments

think in an interdisciplinary manner and respect diverse scientific methodologies and views on specific issues

resolve conflicts peacefully and rationally, at the same time respecting the opposing sides and their specific points of view

independently conduct scientific research in the areas of medieval and modern Latinity and write scientific papers in these domains in a clear and organised manner

use the professional terminology accepted in fields and professions of contemporary linguistics and science of literature

#### Specific competencies

in interpreting and processing of texts integrate critical models of thinking characteristic for various literary and linguistic disciplines into a comprehensive ability of philological thinking

in written and oral form present complex academic and non-academic topics in a clear and innovative manner

point out the common aspects between contemporary literary and linguistic sciences and other humanities, social and natural sciences

### General Competencies

Apply, classify and distinguish adequate scholarly terminology in the the field or branch in which the scholarly programme is constituted.

Identify, evaluate and use various scholarly methodologies of humanistic or social sciences, which are used in the the field or branch in which the scholarly programme is constituted.

Independently conduct researches in the the field or branch in which the scholarly programme is constituted by using adequate methods and to write scholarly thesis in clear and organized way.

Cogitate interdisciplinary and to appreciate various scientific methods and approaches to specific topics and questions in researched social and humanistic field.

Write master thesis in Croatian or one of world languages regarding scientific and ethical requirements and to defend it before three-part committee.

### Screening of student's work

o ECTS Praktični rad [EN]

10 ECTS Writing master thesis

10 ECTS Defending the master thesis

o ECTS Ostalo 3. (upisati) [EN]

20 ECTS

### Week by Week Schedule

1. Discussion about topic and accepting the thesis, assuming the requirements.
2. Writing master thesis.
3. Writing master thesis.

4. Writing master thesis.
5. Writing master thesis.
6. Writing master thesis.
7. Writing master thesis.
8. Writing master thesis.
9. Writing master thesis.
10. Writing master thesis.
11. Writing master thesis.
12. Writing master thesis.
13. Writing master thesis.
14. Writing master thesis.
15. Writing master thesis.

## Literature



*Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.*

## Similar Courses

» Masterarbeit, UNI Salzburg, Oxford

# Media and Bioethics

64815



## Lecturer



Lovorka Madarević,  
dr. sc.

## Course Description

The aim of this course is to offer the students an overview of the entire historical development and content of bioethical science, with an emphasis on the role of mediation of mass media in the conveying and shaping of public opinion regarding the most important bioethical issues.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Recognize in an event or news typical content for bioethics
2. Demonstrate a critical attitude towards the event or news (distinguishing concepts, ideological lines and legal and ethical implications associated with that event or news);
3. Write or interpret the news according to one's own (bio) ethical viewpoint, applying the ethical minimum of good journalistic practice, in relation to the issues that relate to the personal and civil rights
4. Identify wrong ideological interpretations of events that concern bioethics
5. Argue the basic tenets of the most current bioethical topics
6. Gain the skills of preparation PR communications of bioethical themes
7. Learn to prepare analytical matrix for the analysis of media content of the bioethical themes

## Study Programme Learning Outcomes

Communication Studies

## General Competencies

Define, describe and evaluate bioethics, its specific characteristics.

Apply, classify and distinguish professional terminology.

Identify, distinguish, evaluate and critically assess media effects and their impact on media audience and the society as a whole.

Rationally and in a well-argued manner defend one's own professional attitudes and insights.

In written and oral form clearly present and analyze complex academic and non-academic content.

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours 15

15

## Grading

Lecture attendance, literature reading and participating in discussions with the professor and colleagues (25% of the final grade), seminar paper (25% of the final grade) and exam (50% of the final grade).

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 2 ECTS Seminarski rad [EN]
- 5 ECTS

## Forms of Teaching

- » Predavanja
  - » Introduction to the bioethics
- » Seminar
  - » Writing of the seminar
- » Vježbe u praktikumu
  - » presentation of seminar topics
- » Eksperimentalne vježbe
  - » Analysis of the media content from the web

## Week by Week Schedule

1. Prior learning initial test
2. Introduction: the introduction of the term "bioethics" and the basic contemporary bioethical directions
3. Personalistic bioethics, utilitarian bioethics, principle method, critical review
4. Principles of personalistic bioethics
5. The relationship of man with technoscience
6. The main concepts and euphemisms used in bioethical debate
7. Case Studies - Analysis of current articles published in the Croatian media
8. Preliminary exam
9. Bioethical issues: health and disease, physical pain
10. Bioethical Issues: experimentation on humans and human embryo
11. An analysis of a relevant current article published in the media - critical discussion
12. Bioethical issues: the rights of patients, informed consent
13. Bioethical issues: abortion, euthanasia, palliative care, ecology - biodiversity
14. Analysis of a current scientific article and critical discussion involving pointing out major bioethical issues. Example of a PR communication based on a scientific news release. Critical analysis of a published PR communication from the media.
15. Concluding discussion on selected topics. Overview of the latest research related to the bioethical profile of the Croatian media. The role of media in the promotion of bioethical principles and bioethics as science.

## Literature



Aramini M. (2009). *Uvod u bioetiku*, Kršćanska sadašnjost



Volarić-Mršić A. (2002). *Kultura života, odabrana poglavlja.*, Centar za bioetiku, Zagreb



Volarić-Mršić A., (2000). *Status ljudskog embrija, odabrana poglavlja*, Centar za bioetiku, Zagreb



Lucas Lucas R. (2007). *Bioetika za svakoga, odabrana poglavlja*, Verbum

**Similar Courses**

- » The Mass Media and Bioethics in Medical Genetics/The University of the Air, Chiba, Japan, Oxford



# Media and National Security

57242



## Lecturer



doc. dr. sc.  
Mijo Beljo

## Associate Lecturer



Goran Radoš,  
dr. sc.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours 15

15

## Grading

Class activity, participation in class discussions, analysis of current events, seminar paper quality and success in the preliminary exams and the final exam are taken into account during grading.

## Course Description

Introducing the students to the fundamentals of national and international security and present the national security system of the Republic of Croatia. Present the importance, power and influence of the media in regard to the contemporary social changes, particularly in the area of security, and the role of the media, on the one hand, in the cooperation with the state apparatus in the fight against violence, and on the other, in the fight for the transparency of the security sector operations through the fight for the right of access to information and undertaking action to protect human rights in the circumstances where the security sector gains increased authority due to the emergence of new forms of violence and global terrorism.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Understand the way security sector operates
2. Understand the role of the media in the protection of national security
3. Recognize different models of media manipulation with the aim of provoke crisis situations
4. Differentiate the basis of having right to information and state obligation to protects classified information related to national security
5. Recognize models of human rights violations under the interests of national security protection

## Study Programme Learning Outcomes

Communication Studies

## General Competencies

- to apply the knowledge on media tools covering political and security tasks.
- to understand the scope and responsibilities of national security sector bodies;
- to understand and be able to analyze the media's role in crisis situation that could have a negative impact on national security;
- to recognize different models of media manipulation with the aim of causing threats and crisis;
- to be able to recognize different methods of media manipulation and publishing of articles that could cause reaction able to jeopardize national security;
- to be able to recognize models of human rights violations under the interests of national security protection.

## Week by Week Schedule

1. National security – basic terms and definitions
2. Croatian national security system
3. International security
4. Institutions of international security
5. Modern security threats to national security
6. New security models
7. Human security vs. State security
8. Role, importance and the influence of mass media
9. Private and public mass media and national security
10. Transparency of security sector
11. Public vs. Secret
12. Mass media's role in countering violence;
13. Internet and modern security
14. Human rights, security and the mass media
15. Right to information vs. National security protection

## Literature



*S. Tatalović, A. Grizold, V. Cvrtila: Suvremene sigurnosne politike, Golden marketing – Tehnička knjiga, Zagreb, 2008.*



*S. Tatalović: Nacionalna i međunarodna sigurnost, Politička kultura, Zagreb, 2006.*



*A. A. Collins: Suvremene sigurnosne studije, Politička kultura, Zagreb, 2010.*

# Media Education

227645

## Lecturer



doc. dr. sc.  
Sandra Car

ECTS Credits	2.0
English Level	Lo
E-learning Level	L1 (15%)
Study Hours	30
Grading	written exam

## Course Description

objectives:

- to know the types of mass media and their main characteristics
- problematize mass media in the context of socialization and education
- critically approach media content from an educational point of view

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Properly interpret basic concepts of Media Pedagogy
2. Compare research results of media influence on children and youth
3. Analyse the influence of modern media environment on children and youth
4. Analyse the influence of particular media content on socialization and education
5. Clarify the importance of media literacy and the development of critical thinking

## Study Programme Learning Outcomes

Dual-major studies

Croatology

History

History

Sociology

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

2 ECTS

## Week by Week Schedule

1. Mass media: history, definition, social role, and function
2. Types of media and their specificities. Media forms and media genres

3. Basics of media production technology. Specifics of the media language
4. Theoretical postulates of media influence research
5. Growing up with contemporary media. Media in everyday life of children and youth
6. Development of understanding the media content in childhood and juvenility
7. Media as an educational and socialization agent. The social construction of reality
8. Media manipulations: stereotypes, violence, sexuality, consumerism
9. Internet and social networks in adolescence
10. Contemporary media in teaching
11. Mass media and their (future) role in education
12. Critical reflection on the content of mass communication. Media literacy
13. Media education in Croatia and other countries
14. Ethical guidelines in the creation of media content
15. Media policy. Legal regulations in Croatia and other countries. International Documents

## Literature



Ilišin, V.; Bobinac Marinović, A., Radin, F. (2001). *Djeca i mediji. Uloga medija u svakodnevnom životu djece*, Zagreb: DZOMM/IDIZ



Košir, M.; Zgrabljic, N.; Ranfl, R. (1999). *Život s medijima: Priručnik o odgoju za medije*, Zagreb: Doron



Lemiš, D. (2008). *Deca i televizija: globalna perspektiva*, Beograd: Clio



Miliša, Z.; Zloković, J. (2008). *Odgoj i manipulacija djecom u obitelji i medijima: Prepoznavanje i prevencija*, Zagreb: MarkoM usluge

# Media in Education

61961

## Lecturer



doc. dr. sc.  
Sandra Car

## Course Description

The course objective is to provide future teachers with an insight into scientific knowledge of the relation between children/the youth and the media, and demonstrate in a practical way how to teach using mass media in an educational setting.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Recognize the relation between children/the youth and the media.
2. Interpret the influence of the media on children and the youth.
3. Evaluate the importance of media literacy and media competence.
4. Assess the importance of media education within the educational process and of developing an awareness of the need for media education.
5. Recognize the functions of media in teaching,
6. Interpret the basics of journalism in order to be able to use media on a reflective and productive level.
7. Plan to use mass media as teaching aid in both class and extracurricular activities.
8. Apply theoretical principles in working with students.

## Study Programme Learning Outcomes

Croatian Latinity

Communication Studies

## General Competencies

The students will be able to:

Interpret the fundamentals of media pedagogy, media didactics and the concrete use of media in teaching.

Plan the teaching process using mass media as a teaching aid and tool.

Organize the process of setting and achieving the objectives of using media in teaching.

Plan the performance of teaching with the use of mass media.

Create extracurricular activities related to the use of mass media (school journalists' section etc.)

ECTS Credits 3.0

English Level Lo

E-learning Level L1  
(10%)

Study Hours 15  
15

Teaching Assistant  
doc. dr. sc. Ivan Uldrijan

## Grading

In all the stages that the students go through as part of this course, their knowledge is tested successively and according to the level of their competence. In the first stage, their motivation for the course is tested as well as previous knowledge and any concerns and questions that they have are discussed with the professor and other students. In the second stage, the students choose a certain research subject in the field of media and didactics that they research and present to the other students with a Power Point presentation, encouraging discussion with the other students on the subject. In the third stage, the students' systematic knowledge of the course content is tested with the final exam on the obligatory literature.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 3 ECTS

## Forms of Teaching

- » Predavanja
- » Seminar

## Week by Week Schedule

1. Forms of media in teaching, educating a media pedagogue (the necessary competences and envisaged goals).
2. The role of media, media literacy and media education in the life of today's children and the youth.
3. Media education – from concepts to school practice.
4. Children and the media: from myths to empirical discoveries (the role of the media in the everyday life and development of children).
5. Youth and the media: from minors as a problem to the problem of the minors.
6. The use of media in teaching – media didactics.
7. From an event to news – the basics of journalism and possibilities of implementing it in teaching.
8. Continuous assessment exam
9. Teaching with audio and visual media (from radio to photography).
10. Teaching with audio-visual media (from film and video to television).
11. Teaching with television – critical viewers and education.
12. New media in education – from computers to the internet and e-learning.
13. Internet and education.
14. Teaching with newspapers: newspapers as a didactic aid, newspapers for children and the youth and school newspapers in didactics, newspapers in various school courses.
15. Continuous assessment exam

## Literature



Bognar, L., Matijević, M. (2005). *Didaktika*, Školska knjiga



Car, V., Turčilo, L., Matović, M. (2015). *Medijska pismenost - preduvjet za odgovorne medije*, Fakultet političkih nauka Univerziteta u Sarajevu



Ciboci, L., Kanižaj, I., Labaš, D. (2011). *Djeca medija - Od marginalizacije do senzacije*, Matica hrvatska



Malović S., u: Češi M., Barbaroša-Šikić M., Jezik, književnost i mediji u nastavi hrvatskog jezika (2008). *Obrazovna funkcija novina*, Naklada Slap



Miliša, Z., Tolić, M.,  
Vertovšek, N. (2009). *Mediji i  
mladi - prevencija ovisnosti o  
medijskoj manipulaciji*,  
Sveučilišna knjižara



Nadrljanski, M., Nadrljanski,  
Đ., Bilić, M., u: Seljan, S.,  
Stančić, H. (ur.) *INFuture  
2007: Digital information  
and heritage (2007).*  
*Digitalni mediji u  
obrazovanju*, Filozofski  
fakultet



Pranjić, M. (2005). *Didaktika:  
povijest, osnove, profiliranje,  
postupak*, Golden  
marketing-Tehnička knjiga



Vukić, T., Younes, I., u:  
Medijska istraživanja, Vol. 21  
No. 1 (2015). *Televizijski  
program kao nastavno  
sredstvo u stjecanju  
osnovnoškolskih medijskih  
kompetencija*, Medijska  
istraživanja



Labaš, D. (2017). *Medijska  
pismenost i informacijsko  
doba*, Hrvatski studiji  
Sveučilišta u Zagrebu



Topolovčan, T. (2022).  
*Medijska didaktika: jučer,  
danas, sutra. Anatomija  
discipline, povijest i recentni  
trendovi*, Metodički ogleđi

### Additional Literature



Matijević, M., Topolovčan, T.  
(2017). *Multimedijska didaktika*,  
Školska knjiga

# Media Management

57209

## Lecturer



Tanja Grmuša,  
doc. dr. sc.

## Course Description

The main object of the course is to provide insight into basic knowledge of media management with a particular emphasis on its practical application in everyday activities in the organization and functioning of media organizations. The specific aim of the course is to introduce students with the particularities of management technologies and methods within media houses and the legislative framework in which such activities take place, to bring their media managers closer and to enable them to manage their media functions.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define basic management concepts in the media;
2. Analyze the characteristics of managing the media organizations (local, regional, national and global);
3. Compare normative acts of media legislation which regulate the organization and operation of media organizations in the Republic of Croatia
4. Analyze the role of a manager in the media organizations
5. Recognize and describe the specificities of media management in different types of media
6. Analyze the effectiveness of marketing strategies in the media

## Study Programme Learning Outcomes

### Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Coordinate discussions and provide explanatory comments on a number of issues primarily of a communication nature, but also of a social, cultural or political nature

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Describe the points of contact between contemporary communication studies and other social and humanities sciences

Recognize the needs and readiness for lifelong professional development

Show the application of theoretical knowledge of communication studies

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours 15

15

### Grading

Attendance at lectures and seminars - 1 ECTS, Seminar work - 1 ECTS, Oral Exam - 3 ECTS



## General Competencies

Define, describe and evaluate media management and its central issues; apply, classify and distinguish professional terminology; recognize and produce a well-argued interpretation of the interdisciplinary nature of communicology, linking the specific aspects of the media management risk with the specific characteristics of the social sciences, especially economics and economic aspects of social development; professionally and expertly apply the acquired specialized theoretical and practical knowledge in practical work;

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Seminarski rad [EN]

3 ECTS Usmeni ispit [EN]

5 ECTS

## Forms of Teaching

### » Predavanja

» Students will be introduced to basic managerial skills, both theoretically and practically, necessary to participate in the media's management functions as well as to create media policy.

### » Seminar

» Students will analyze the management of selected media on the national and international media scene as part of the seminar.

## Week by Week Schedule

1. Introduction to Media Management
2. Define the conceptual frameworks of media management
3. Media Systems
4. The structure and functioning of the Media Organizations
5. Communication in the Organization (Part 1)
6. Communication in the Organization (Part 2)
7. Manager's skills in the Media Organizations
8. Media organization - Models and Characteristics
9. Media Ownership - Concentration of Media Ownership (Part 1)
10. Media Ownership - Concentration of Media Ownership (2nd part)
11. Management in Electronic Media
12. Management in Multimedia Concern
13. Marketing in the Media (Part 1)
14. Marketing in the Media (Part 2)
15. Financial reporting of Media Organizations

## Literature



Bahtijarević-Šiber F., Sikavica P., Pološki Vokić N. (2008). *Suvremeni menadžment - vještine, sustavi i izazovi*, Školska knjiga, Zagreb



Kunczik M., Zipfel A. (2006). *Uvod u znanost o medijima i komunikologiju*, Friedrich Ebert Stiftung, Zagreb



Kesić, T. (2003). *Integrirana marketinška komunikacija*, Opinio d.o.o., Kratis, Zagreb

## Additional Literature



C. Ann Hollifield (Author), Jan LeBlanc Wicks (Contributor), George Sylvie (Contributor), Wilson Lowrey (Contributor) (2016). *Media Management*, (Routledge Communication Series) 5th Edition, Taylor & Francis Group

## Similar Courses

» Media Management MSc, Oxford

# Media Pedagogy

57234

## Lecturer



doc. dr. sc.  
Sandra Car

## Course Description

The course objective is to provide future teachers with scientific insights into and new scientific and critical ideas and discussions on media pedagogy and assist them in acquiring and adopting foundations for a media education from the view point of communications sciences so that the teachers are able to help their students in making critical decisions when it comes to traditional and new media (print, radio, film, television, video, internet) and apply them in their classes.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Differentiate the state of the media
2. Interpret the way of functioning and significance of the media,
3. Interpret the ways in which media influence children and the youth,
4. Analyze the significance of media literacy and pedagogy;
5. Use the media functionally and in a meaningful way,
6. Assess the educational content of various media (film, television, video, internet and others);
7. Assess the content of various media (film, television, video, internet and others);
8. Assess the content of various media (film, television, video, internet and others);
9. Argue why is it important to implement new media and new media technology in classes and extracurricular activities,

## Study Programme Learning Outcomes

Communication Studies

## General Competencies

After passing the "Media Pedagogy" course within the teacher education study, the students will be able to:  
 Interpret media content correctly,  
 Analyse various types of media content from a pedagogical, didactic, methodological and communicological standpoint,  
 Correctly interpret basic concepts of media pedagogy,  
 Scientifically assess various impositions of media pedagogy in various surroundings,  
 Present an awareness of the need for media pedagogy in the contemporary educational process.

ECTS Credits	3.0
English Level	L2
E-learning Level	L1
Study Hours	30

## Grading

The knowledge of the students is monitored systematically and in stages via discussions at the lectures and the continuous assessment exams, as part of the researches of the course and the final exam. This way, three cognitive phases are covered: familiarisation with and awareness of relevant contents (new knowledge and discussions at lectures), research and learning (finding a subject and preparation for the continuous assessment exams), and the final exam (taking the exam in accordance with the obligatory literature and the lectures), psychology and correlation exercises in the teaching methodology course.



## Week by Week Schedule

1. Introductory lecture, interpretation of the objective and contents of the course and media pedagogy;
2. Theory of the media and information technology;
3. Social significance of media;
4. Theory of the media and information technology;
5. Social significance of media;
6. Media aesthetic, ethics and law;
7. Media and transformation of the students' experience;
8. Educational possibilities of mass communication;
9. Media and information technology in education and teaching;
10. Training for a critical reception of the contents of mass communication;
11. Educational value of the internet and the new media;
12. Educational possibilities of mass communication;
13. Media and information technology in education and teaching;
14. Mass media and their future role in education;
15. Media and information technology in education and teaching.

## Literature



Labaš, Danijel (2011). *Djeca u svijetu interneta - zatočenici virtualnog svijeta. Pedagoški modeli i otvorena pitanja*, 35-64, u: Ciboci, Lana; Kanižaj, Igor; Labaš, Danijel (2011) *Djeca medija. Od marginalizacije do senzacije*, Matica hrvatska, Zagreb



Reichmayr, Ingrid-Francisca (2011). *U prilog medijskom obrazovanju*, Media Online



Rivoltella, Pier Cesare (2002). *Internet i odgoj. Analiza pedagoških modela i smjernice za razmišljanje*, Kateheza, 24(2002)3, 265-280.



Uldrijan, Ivan (2011). *Zašto odgajati za medije? Mediji kao odgojitelji u doba odgojne krize*, u: Labaš, Danijel (ur.), *Komunikacija i mediji u krizi*, 173-192., Hrvatski studiji, Zagreb



Zgrabljić Rotar, Nada (2007). *Suvremeni koncept medijske pismenosti kao dio komunikacijskih znanosti*, u Mataušić, Juraj Mirko (ur.), *Komunikacijske znanosti. Znanstvene grane i nazivlje*, 72-85., Hrvatski studiji, Zagreb

# Media Training

188175

## Lecturer



izv. prof. dr. sc.  
Karolina Vrban  
Zrinski

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours 15

15

## Grading

50% practical work, 50% exam.

## Course Description

The aim of this course is to give students the basic knowledge and skills in verbal and nonverbal communication, familiarize them with the rules of the culture of reading and speech and provide encouragement for public appearances in the media.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Self-critically assess their own oratorical skills and abilities
2. Evaluate and distinguish oratorical shortcomings and competences of their colleagues
3. Apply the new acquired knowledge from rhetoric to speech and posture
4. Show greater confidence in the public media appearance
5. Prepare and create public appearance
6. Demonstrate the ability to manage performance anxiety
7. Assess the overall value of quality public speech and public appearance
8. Assess the reasons for communication restrictions
9. Apply the skills and principles of interpretative reading

## Study Programme Learning Outcomes

### Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Define and describe the disciplines of contemporary communication studies, the history of their development and central problems, and use professional terminology in different areas of communication studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Develop competences in professional and interdisciplinary teamwork

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

## General Competencies

Apply, classify and differentiate professional terminology.

Expertly and professionally apply the acquired theoretical and practical knowledge in order to work in public relations.

Apply the skills of oral and written communication and presentation skills.

## Week by Week Schedule

1. What is speech? Private and public speaking. Writing. Text. Language.
2. Fear of speech, logophobia; logophilia.
3. Acting, public speaking and stage fright.
4. Spoken genres (types of speech). Shaping methods and tools.
5. Self-presentation.
6. Presentation (subject, idea, process, institution)
7. Verbal and non-verbal messages.
8. Speech and time (social conventions).
9. Reading and speaking (types of reading).
10. Interpretative reading.
11. Debate.
12. Hate speech.
13. Speech at meetings - private and social time of speaking.
14. Speech disorders.
15. Affective speech and affectation.

## Literature



Gottessman, D.; M. Buzz (2006). *Umijeće javnog nastupa - osvojite govornicu koristeći se glumačkim vještinama*, Zagreb: Algoritam



Pease, Allan (2002). *Govor tijela*, Zagreb: Alinea



Škarić, Ivo (2000). *Temeljni suvremenoga govorništva*, Zagreb: Školska knjiga



Škarić, Ivo (1988). *Upotrazi za izgubljenim govorom*, Zagreb: Školska knjiga

## Additional Literature



Zgrabljčić, N. *Govor na radiju: Analiza duhovitosti, poetičnosti i afektivnosti novinara Hrvatskoga radija? (Radio Speech: An Analyses of Wittiness, Poetic Aspects and Affectiveness of Journalists on the Croatian Radio)*, Govor/Speech, Zagreb



Hršak, S. i Zgrabljčić, N. *Akcenti na Hrvatskome javnom radiju: Škarićeve teze na provjeri (Accents on Croatian Public Radio: Verification of Škarić s Theses)*, str.133-147., Govor/Speech, Zagreb



Quilliam, S. (1995). *Body Language*, Carlton Books

# Medieval Legal Documents

202906

## Course Description

The main aim of the course is to introduce students with the historical value of medieval court records, pinpoint different approaches to their interpretation in social sciences and research possibilities. The second aim is to further the skills of reading and interpreting medieval written sources. During the course students will therefore prepare and publish a fragment of medieval court records.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify approaches of social disciplines to medieval court records
2. Evaluate the necessity of interdisciplinary approach to particular historical theme
3. Evaluate the value of individual approaches and interpretations
4. Analyze historical sources
5. Describe the development of medieval European legal tradition
6. Describe the development of medieval courts

## Study Programme Learning Outcomes

Dual-major studies

History

History

## Screening of student's work

- |                               |  |
|-------------------------------|--|
| 1 ECTS Pohađanje nastave [EN] |  |
| 1 ECTS Pismeni ispit [EN]     |  |
| 1 ECTS Seminarski rad [EN]    |  |
| 3 ECTS                        |  |

## Forms of Teaching

- » Seminar
- » seminar

## Week by Week Schedule

1. Introductory lecture
2. Law in the early middle ages
3. Law in the high middle ages
4. Sources of law in the middle ages
5. Normative collections
6. Medieval court records
7. Organization of the courts
8. Court notaries
9. Criminal courts
10. Civil courts
11. Trade courts
12. Maritime courts
13. Crkveni sudovi

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

discussions 25% practical work  
50% written exam 25%

14. Appeals and consilia
15. Conclusions

## Literature



Emmanuel Le Roy Ladurie (1991). *Montaju, oksitansko selo od 1294. do 1324.*



Carlo Ginzburg (1989). *Sir i crvi: kozmos jednog mlinara iz 16. stoljeća*



Simon Roberts *The Study of Dispute: Anthropological Perspectives*, u: John Bossy (ur.), *Disputes and Settlements: Law and Human Relations in the West*, Cambridge 1983., str. 1–24.



James C. Scott (1990). *Domination and the Arts of Resistance: Hidden Transcripts*



Massimo Vallerani (2012). *Medieval Public Justice*



Tomislav Popić (2014). *Krojenje pravde: Zadarsko sudstvo u srednjem vijeku (1358. – 1458.)*

## Similar Courses

», Oxford



# Methods of Teaching Croatian Language

188546

## Lecturer



izv. prof. dr. sc.  
Davor Piskač

## Course Description

The course objective is to acquaint students with teaching as a highly complex system of mediating knowledge and skills on three levels of teaching methodology: a) the level of teaching methodology that mediates the general theory of teaching, i.e. generally valid principles and procedures applied within various subjects and teaching situations as well as complex teacher-student-teaching environment communication relationships; b) subject specific methodology as a narrower specification of teaching procedures characteristic for a specific field or fields (e.g. humanities, social sciences), c) subject specific methodology fully concentrated on specific content and objectives of individual subjects/courses and adequate teaching procedures.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify individual propositions of the theory of teaching;
2. Describe relevant elements of planning the teaching process;
3. Classify teaching forms, methods and aids;
4. Demonstrate direct planning of lessons;
5. Analyze the National curriculum framework
6. Choose teaching methods, forms, and aids with the student, objectives and learning outcomes in mind;
7. Differentiate the ways of organizing practice and repetition;
8. Define positive classroom atmosphere, good class management, and productive ways of establishing classroom discipline;
9. Identify the ways of evaluating and marking students.

## Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Critically relate to mastered content and argue your conclusions in written and oral form

Croatology

History

Sociology

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.



## General Competencies

Teaching methodology mediated on all three levels contributes to a complete education of future teachers in relation to the ability of organizing, carrying out and evaluating the teaching activity by enabling students to:

- Describe theoretical postulates of subject specific teaching;
- Distinguish between various didactic, pedagogical and psychological theories;
- Compare different theories and postulates;
- Indicate individual premises of the theory of teaching;
- Identify the most important elements of planning the teaching process.

## Forms of Teaching

- » Predavanja
  - » theoretical part of the lecture will include exercises and examples for individual and group work of students

## Week by Week Schedule

1. The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.
2. Defining the three levels of teaching methodology (general teaching, field specific and subject specific) i.e. the associated objectives, tasks, and content. Determining the importance of Teaching Methodology in the educational process.
3. Critical review of the proposed National curriculum framework for pre-school education and general compulsory and secondary education. Defining the notions of national and school curriculum, analysing the values, objectives, and principles set forth in the national curriculum framework. Special emphasis is put on the teaching topics on the borderline between subjects and on new subjects foreseen by the National curriculum, as well as on analysing the outcomes/achievements in the fields of social sciences and humanities.
4. Overview of basic school documentation that students will as future teachers deal with in schools. Special attention is paid to the operational teaching plan (school curriculum) as the basic document concerning teaching methodology. Analysing written preparation for teaching one unit.
5. Defining teaching methods, teaching forms, and teaching tools. Discussing various teaching methods classification criteria and overviewing basic teaching forms (frontal teaching, individual work, group work, pair work), as well as contemporary teaching tools. Analysing advantages and disadvantages of the discussed teaching methods, forms, and tools.
6. An overview of the lesson structure and methodological rules of structuring and carrying out lessons. Stressing the importance of planning. Indicating the basic steps of planning and the ways to compile written lesson plans.
7. Defining the notion of class management: what it represents, why it is important, and what the styles of class organization and management are. Pointing to the necessity of establishing positive classroom atmosphere to serve as the motivation for better performance of students. Analysing student disobedience and the lack of interest in school or a subject. Pedagogical means of establishing class discipline.
8. Point out the importance of practicing and repetition in teaching, and indicate the styles and ways of practicing with special emphasis on homework. Warn about standard and non-standard ways of evaluating students' achievements, with a review of the Secondary-School Final Exam (cro. Državna matura) and of how students are prepared for it.
9. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
10. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.

11. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
12. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
13. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
14. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
15. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.

## Literature



Pranjić, M. (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji Sveučilišta u Zagrebu



*Profesorova predavanja koja svake godine donose novine s područja metodičke publicistike i najnovijih razmišljanja o pojedinom metodičkom problemu vezanom za nastavu, nastavnika, učenika, nastavne planove i programe itd.*

## Similar Courses

» Metodika književnosti, Oxford

# Methods of Teaching History

53907

## Lecturer



izv. prof. dr. sc.  
Rona Bušljeta  
Kardum

## Course Description

The course objective is to acquaint students with teaching as a highly complex system of mediating knowledge and skills on three levels of teaching methodology: a) the level of teaching methodology that mediates the general theory of teaching, i.e. generally valid principles and procedures applied within various subjects and teaching situations as well as complex teacher-student-teaching environment communication relationships; b) subject specific methodology as a narrower specification of teaching procedures characteristic for a specific field or fields (e.g. humanities, social sciences), c) subject specific methodology fully concentrated on specific content and objectives of individual subjects/courses and adequate teaching procedures.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify individual propositions of the theory of teaching;
2. Describe relevant elements of planning the teaching process;
3. Classify teaching forms, methods and aids;
4. Demonstrate direct planning of lessons;
5. Analyze the National curriculum framework
6. Choose teaching methods, forms, and aids with the student, objectives and learning outcomes in mind;
7. Differentiate the ways of organizing practice and repetition;
8. Define positive classroom atmosphere, good class management, and productive ways of establishing classroom discipline;
9. Identify the ways of evaluating and marking students.

## Study Programme Learning Outcomes

Dual-major studies

Croatology

History

History

Sociology

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

### Grading

The students will after regularly attending the classes obtain the right to take the exam.

Successful engagement of students in classes carries 40% of the final grade. Written exam in the course Methods of Teaching History contributes a maximum of 60% to the final grade.



## General Competencies

Teaching methodology mediated on all three levels contributes to a complete education of future teachers in relation to the ability of organizing, carrying out and evaluating the teaching activity by enabling students to:

- Describe theoretical postulates of subject specific teaching;
- Distinguish between various didactic, pedagogical and psychological theories;
- Compare different theories and postulates;
- Indicate individual premises of the theory of teaching;
- Identify the most important elements of planning the teaching process.

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Praktični rad [EN]

3 ECTS

## Forms of Teaching

» Predavanja

- » The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.

## Week by Week Schedule

1. Define course objectives and learning outcomes as well as student obligations.
2. Defining teaching methodology, its interests, objectives, and tasks.  
Determining the importance of Teaching Methodology in the educational process.
3. Critical review of the National curriculum framework for pre-school education and general compulsory and secondary education. Defining the notions of national and school curriculum, analysing the values, objectives, and principles set forth in the national curriculum framework. Special emphasis is put on the teaching topics on the borderline between subjects and on new subjects foreseen by the National curriculum, as well as on analysing the outcomes/achievements in the fields of social sciences and humanities.
4. Overview of basic school documentation that students will as future teachers deal with in schools. Special attention is paid to the operational teaching plan (school curriculum) as the basic document concerning teaching methodology. Analysing written preparation for teaching one unit.
5. Defining teaching methods, teaching forms, and teaching tools.
6. Discussing various teaching methods classification criteria.
7. Overviewing basic teaching forms (frontal teaching, individual work, group work, pair work).
8. Overviewing contemporary teaching tools. Analysing advantages and disadvantages of the discussed teaching methods, forms, and tools.
9. Audio-visual media (as communication tools, as socialization factors, as teaching and educational tools).
10. Artistic creativity in the teaching process: visual art (drawing in the classroom, the student's creative contribution, student and visual-art materials, visual-art creativity as a communication instrument, drawing as an alternative to the receptive way of learning, the supporting drawings, visual-art masterpieces in the teaching process).
11. Caricature in teaching (its content and functioning logic, caricature in the service of change); photographs, transparencies, and comic books in the classroom.
12. Drama art creativity and stage performances in the classroom: music, dance, role-play, meditation.

13. An overview of the lesson structure and methodological rules of structuring and carrying out lessons. Stressing the importance of planning. Indicating the basic steps of planning and the ways to compile written lesson plans.
14. Defining the notion of class management: what it represents, why it is important, and what the styles of class organization and management are. Pointing to the necessity of establishing positive classroom atmosphere to serve as the motivation for better performance of students. Analysing student disobedience and the lack of interest in school or a subject. Pedagogical means of establishing class discipline.
15. Point out the importance of practicing and repetition in teaching, and indicate the styles and ways of practicing with special emphasis on homework. Warn about standard and non-standard ways of evaluating students' achievements, with a review of the Secondary-School Final Exam (cro. Državna matura) and of how students are prepared for it.

### Literature



Pranjić, M. (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji Sveučilišta u Zagrebu

### Additional Literature



Pranjić, M. (2005). *Didaktika*, Golden Marketing

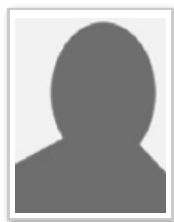
### Similar Courses

» Didaktika povijesti I. i II., Oxford

# Methods of Teaching Latin

201407

## Lecturer



izv. prof. dr. sc.  
Tamara Tvrtković

## Course Description

The course objective is to acquaint students with teaching as a highly complex system of mediating knowledge and skills on three levels of teaching methodology: a) the level of teaching methodology that mediates the general theory of teaching, i.e. generally valid principles and procedures applied within various subjects and teaching situations as well as complex teacher-student teaching environment communication relationships; b) subject specific methodology as a narrower specification of teaching procedures characteristic for a specific field or fields (e.g. humanities, social sciences), c) subject specific methodology fully concentrated on specific content and objectives of individual subjects/courses and adequate teaching procedures.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify individual propositions of the theory of teaching
2. Describe relevant elements of planning the teaching process
3. Classify teaching forms, methods and aids
4. Demonstrate direct planning of lessons
5. Identify the ways of evaluating and marking students
6. Choose teaching methods, forms, and aids with the student, objectives and learning outcomes in mind
7. Differentiate the ways of organizing practice and repetition
8. Define positive classroom atmosphere, good class management, and productive ways of establishing classroom discipline

## Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.



## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Presentation of teaching methods, carrying out a teaching unit
- 3 ECTS

## Week by Week Schedule

1. The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.
2. Defining the three levels of teaching methodology (general teaching, field specific and subject specific) i.e. the associated objectives, tasks, and content. Determining the importance of Teaching Methodology in the educational process.
3. Critical review of the proposed National curriculum framework for preschool education and general compulsory and secondary education. Defining the notions of national and school curriculum, analysing the values, objectives, and principles set forth in the national curriculum framework. Special emphasis is put on the teaching topics on the borderline between subjects and on new subjects foreseen by the National curriculum, as well as on analysing the outcomes/achievements in the fields of social sciences and humanities.
4. Overview of basic school documentation that students will as future teachers deal with in schools. Special attention is paid to the operational teaching plan (school curriculum) as the basic document concerning teaching methodology. Analysing written preparation for teaching one unit.
5. Defining teaching methods, teaching forms, and teaching tools. Discussing various teaching methods classification criteria and overviewing basic teaching forms (frontal teaching, individual work, group work, pair work), as well as contemporary teaching tools. Analysing advantages and disadvantages of the discussed teaching methods, forms, and tools.
6. An overview of the lesson structure and methodological rules of structuring and carrying out lessons. Stressing the importance of planning. Indicating the basic steps of planning and the ways to compile written lesson plans.
7. Defining the notion of class management: what it represents, why it is important, and what the styles of class organization and management are. Pointing to the necessity of establishing positive classroom atmosphere to serve as the motivation for better performance of students. Analysing student disobedience and the lack of interest in school or a subject. Pedagogical means of establishing class discipline
8. Point out the importance of practicing and repetition in teaching, and indicate the styles and ways of practicing with special emphasis on homework. Warn about standard and non-standard ways of evaluating students' achievements, with a review of the Secondary-School Final Exam (cro. Državna matura) and of how students are prepared for it.
9. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
10. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
11. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
12. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
13. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.



14. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
15. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.

## Literature



Pranjić, M. (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji Sveučilišta u Zagrebu



Šešelj, Zlatko (1984). *Obrazovni cilj i obrazovni zadatci u nastavi klasičnih jezika*, Latina et Graeca XII/84, b.24



Šešelj, Zlatko (1987). *Čitanje klasika u nastavi latinskog i grčkog jezika*, Latina et Graeca XVI/88



Šešelj, Zlatko (1987). *Cilj učenja, korist odučenja i potreba za učenjem klasičnih jezika*, Latina et Graeca XV/87

## Similar Courses

- » Metodika nastave klasičnih jezika I, Oxford

# Methods of Teaching Philosophy, Logic and Ethics

214635

## Lecturer



doc. dr. sc.  
Matija Mato  
Škerbić

## Course Description

The aim of this course is to acquaint students with the methodology of teaching philosophy as crucial to achieving the necessary teacher competencies for teaching philosophy, logic and ethics. Also, the aim is to analyze and argumentatively consider the basic scientific issues of theory and practice of teaching methodology of philosophy, logic and ethics that include topic of curriculum and textbooks; different approaches, forms and methods of teaching; setting proper goals and outcomes; planning, preparation and implementation of teaching units; ways of teaching and motivating; and evaluations and grading.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define and describe goals, outcomes and methods in teaching philosophy, logic and ethics;
2. Analyze and evaluate the curriculum for the subjects of philosophy, logic and ethics
3. Analyze and apply different ways and procedures of introduction to philosophy, logic and ethics
4. Apply different forms of relationships and communication in the teaching process
5. Demonstrate and design lesson preparation
6. Develop performance curricula in philosophy, logic and ethics
7. Compare and select relevant methods and resources with respect to learning objectives and outcomes

## Study Programme Learning Outcomes

### Dual-major studies

Operate with pedagogical documentation related to the performance and records of teaching as well as other documentation related to the complete work of the school.

Design of didactic content: planning, performing and evaluation of teaching  
Apply the legal basis of the teacher's profession and the ability to interpret the related laws of the rights and obligations of employees of the educational institution

Apply different methodical principles and procedures in planning, conducting and evaluating teaching

### Philosophy

Create appropriate forms of communication in various professional

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

The final grade is the sum of four components - theoretical knowledge of the content, curriculum analysis, preparation of teaching hour class and analysis of essay assessment criteria



environments

## Screening of student's work

ECTS<sup>0</sup> Pohađanje nastave [EN]

ECTS<sup>1</sup> Usmeni ispit [EN]

1 Written analysis of the curriculum for the subjects of philosophy, logic and ethics, and the development of one's own 'performance curriculum'

1 Written preparation form for one singular lesson in philosophy, logic and ethics

ECTS<sup>3</sup>

## Week by Week Schedule

1. Introductory lecture
2. Critical analysis of the curriculum for the subjects philosophy, logic and ethics
3. Development of 'performance curricula' for the subjects philosophy, logic and ethics
4. Goals and outcomes in teaching philosophy, logic and ethics
5. Teaching forms, methods and principles, teaching means and aids
6. Preparations of teaching units - methodical rules for structuring and conducting of teaching hours
7. Introduction to philosophical thinking - stimulus, problematization and actualization
8. Critical, reflective, creative and caring thinking
9. Socrates' dialogue in teaching
10. Asking questions in and about teaching philosophy, ethics and logic
11. Classroom management and communication
12. The relationship between the teacher and the trainee - participants and associates
13. Evaluation, monitoring and grading
14. State graduation exam and teaching of philosophy, logic and ethics
15. Concluding analysis and discussion

## Literature



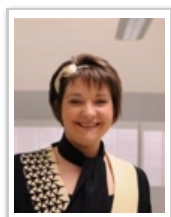
Marko Pranjić (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji Zagreb

# Methods of Teaching Psychology

53847



## Lecturer



Dunja Jurić  
Vukelić,  
doc. dr. sc.

## Course Description

The course objective is to acquaint students with teaching as a highly complex system of mediating knowledge and skills on three levels of teaching methodology: a) the level of teaching methodology that mediates the general theory of teaching, i.e. generally valid principles and procedures applied within various subjects and teaching situations as well as complex teacher-student-teaching environment communication relationships; b) subject specific methodology as a narrower specification of teaching procedures characteristic for a specific field or fields (e.g. humanities, social sciences), c) subject specific methodology fully concentrated on specific content and objectives of individual subjects/courses and adequate teaching procedures.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the content, goals and objectives of the teaching methodology
2. Classify teaching forms, methods and teaching media
3. Choose teaching methods, forms, and aids with the student, objectives and learning outcomes in mind
4. Analyze the curriculum of the subject, teaching plans and examination catalogs
5. Independently form and write an operational teaching plan
6. Write lesson plans
7. Explain the principles of practicing and repetition and ways of evaluating students' work
8. Define positive classroom atmosphere, good classroom management and ways of establishing discipline
9. Identify the ways of evaluating and marking students.

## Study Programme Learning Outcomes

Psychology

## General Competencies

Teaching methodology mediated on all three levels contributes to a complete education of future teachers in relation to the ability of organizing, carrying out and evaluating the teaching activity by enabling students to:

Describe theoretical postulates of subject specific teaching;

Distinguish between various didactic, pedagogical and psychological theories;

Compare different theories and postulates;

Indicate individual premises of the theory of teaching;

Identify the most important elements of planning the teaching process.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 0.5 ECTS Seminarski rad [EN]
- 0.5 ECTS Praktični rad [EN]

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- 3 ECTS

## Forms of Teaching

- » Predavanja
  - » interactive lectures
- » Metodičke vježbe
  - » preparing and holding a teaching unit in groups

## Week by Week Schedule

1. Introduction; The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.
2. Defining the three levels of teaching methodology (general teaching, field specific and subject specific) i.e. the associated objectives, tasks, and content. Determining the importance of Teaching Methodology in the educational process. The purpose and objectives of teaching psychology.
3. Organization of the school. An analysis of the form and mode of the work of psychologists in primary and secondary schools. Rights and obligations of the trainee teacher. Overview of basic school documentation. Taking the professional exam.
4. Defining the notion of curriculum, analysing the curriculum of the subject, teaching plans and examination catalogs.
5. Planning and programming of classroom work (elements, purpose and function). Operational teaching plan.
6. An overview of the basic steps of planning (lesson structure and methodological rules of structuring and carrying out lessons), and the ways to compile written lesson plans.
7. Defining, overviewing and discussing basic teaching methods and teaching forms, analysing their advantages and disadvantages.
8. Defining, overviewing and discussing basic teaching tools, analysing their advantages and disadvantages
9. Managing the teaching process. Classroom organization and management styles.
10. Classroom atmosphere (establishing positive classroom atmosphere). Analysing student disobedience and the lack of interest in school or a subject: causes and prevention. Pedagogical means of establishing class discipline.
11. The importance of practicing and repetition, presentation of styles and methods of practicing and repetition. Evaluating student work and progress.
12. Monitoring and evaluating your own work (what makes a good teacher?)
13. Students will be required to teach one lessons, using the selected teaching method and teaching form.
14. Students will be required to teach one lessons, using the selected teaching method and teaching form.
15. Students will be required to teach one lessons, using the selected teaching method and teaching form.

## Literature



Pranjić, M. (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji Sveučilišta u Zagrebu

## Additional Literature



Vizek Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2003). *Psihologija obrazovanja*, IEP



Kyriacou, C. (2001). *Temeljna nastavna umijeća*, Educa

## Similar Courses

» Teaching Methods, Oxford

# Methods of Teaching Sociology

53909

## Lecturer



doc. dr. sc.  
Katarina Dadić

## Course Description

The course objective is to acquaint students with teaching as a highly complex system of mediating knowledge and skills on three levels of teaching methodology: a) the level of teaching methodology that mediates the general theory of teaching, i.e. generally valid principles and procedures applied within various subjects and teaching situations as well as complex teacher-student-teaching environment communication relationships; b) subject specific methodology as a narrower specification of teaching procedures characteristic for a specific field or fields (e.g. humanities, social sciences), c) subject specific methodology fully concentrated on specific content and objectives of individual subjects/courses and adequate teaching procedures.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify individual propositions of the theory of teaching;
2. Describe relevant elements of planning the teaching process;
3. Classify teaching forms, methods and aids;
4. Demonstrate direct planning of lessons;
5. Analyze the National curriculum framework
6. Choose teaching methods, forms, and aids with the student, objectives and learning outcomes in mind;
7. Differentiate the ways of organizing practice and repetition;
8. Define positive classroom atmosphere, good class management, and productive ways of establishing classroom discipline;
9. Identify the ways of evaluating and marking students.

## Study Programme Learning Outcomes

Dual-major studies

Croatology

History

Sociology

- Recognize the elements of cultural/collective memory
- Interpret certain social processes using knowledge of sociological theories
- Compare different theoretical traditions in sociology

Sociology

- Recognize the elements of cultural/collective memory
- Modify the explanations and basic terminology of sociological tradition to

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

Students are monitored for their active participation in the course, critical thinking, and making enquiries about some topics. Students show the level of comprehension of theoretical bases by carrying out a teaching unit and critically analysing the teaching of their colleagues. The adoption of necessary knowledge and skills is evaluated also through compiling written lesson plans and a part of the operational teaching plan. The knowledge acquired during this course is additionally evaluated and improved during the Practical Training in Subject Specific Teaching Methodology courses and the Correlation Practicum in the Methodology of Teaching.

target population

Interpret certain social processes using knowledge of sociological theories

Compare different theoretical traditions in sociology

## General Competencies

Teaching methodology mediated on all three levels contributes to a complete education of future teachers in relation to the ability of organizing, carrying out and evaluating the teaching activity by enabling students to:

Describe theoretical postulates of subject specific teaching;

Distinguish between various didactic, pedagogical and psychological theories;

Compare different theories and postulates;

Indicate individual premises of the theory of teaching;

Identify the most important elements of planning the teaching process.

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

## Forms of Teaching

» Predavanja

» lectures direct teaching

## Week by Week Schedule

1. The course will be taught with the help of power point presentations; and discussions, individual work, critical thinking, analysing and reasoning will be encouraged.
2. Defining the three levels of teaching methodology (general teaching, field specific and subject specific) i.e. the associated objectives, tasks, and content. Determining the importance of Teaching Methodology in the educational process.
3. Critical review of the proposed National curriculum framework for pre-school education and general compulsory and secondary education. Defining the notions of national and school curriculum, analysing the values, objectives, and principles set forth in the national curriculum framework. Special emphasis is put on the teaching topics on the borderline between subjects and on new subjects foreseen by the National curriculum, as well as on analysing the outcomes/achievements in the fields of social sciences and humanities.
4. Overview of basic school documentation that students will as future teachers deal with in schools. Special attention is paid to the operational teaching plan (school curriculum) as the basic document concerning teaching methodology. Analysing written preparation for teaching one unit.
5. Defining teaching methods, teaching forms, and teaching tools. Discussing various teaching methods classification criteria and overviewing basic teaching forms (frontal teaching, individual work, group work, pair work), as well as contemporary teaching tools. Analysing advantages and disadvantages of the discussed teaching methods, forms, and tools.
6. An overview of the lesson structure and methodological rules of structuring and carrying out lessons. Stressing the importance of planning. Indicating the basic steps of planning and the ways to compile written lesson plans.
7. Defining the notion of class management: what it represents, why it is important, and what the styles of class organization and management are. Pointing to the necessity of establishing positive classroom atmosphere to serve as the motivation for better performance of students. Analysing student disobedience and the lack of interest in school or a subject. Pedagogical means of establishing class discipline.



8. Point out the importance of practicing and repetition in teaching, and indicate the styles and ways of practicing with special emphasis on homework. Warn about standard and non-standard ways of evaluating students' achievements, with a review of the Secondary-School Final Exam (cro. Državna matura) and of how students are prepared for it.
9. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
10. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
11. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
12. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
13. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
14. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.
15. Students will be required to teach one lessons, using the selected teaching method, teaching form and Power Point presentation.

## Literature



Pranjić, M. (2013). *Nastavna metodika u riječi i slici*, Hrvatski studiji Sveučilišta u Zagrebu

## Additional Literature



Kyriacou, Chris *Temeljna nastavna umijeća*, Zagreb: Educa.

## Similar Courses

» MCs in Teacher education social sciences, Oxford

# Methods of Working with Students with Special Educational Needs

217043



Course Description

Study Programme Learning Outcomes

Croatian Latinity

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

15



# Migration of Highly Educated Young People

214022

## Course Description

to acquaint students with theoretical approaches and concepts of contemporary international migrations and diasporas

- train students to understand global migration trends
- to acquaint students with the impact of globalization processes on Croatian society
- to acquaint students with spatial inequality within the EU (center / semi-periphery / periphery)
- to acquaint students with the understanding of motives, causes and consequences of migration mobility from the Croatian ethnic area (XX and XXI century)
- to enable students to understand the overall social context of emigration from Croatia
- to acquaint students with emigration trends in Eastern Europe
- to train students for independent participation in projects of scientific, economic, cultural and other cooperation with the Croatian diaspora
- enable students to understand, explain and anticipate future global migration and security issues, trends, conditionality and repercussions
- to prepare students for independent research work related to the application of the Croatian model of selective migration integration
- explain to students the migration conditionality on the security of the Croatian and European geographical area and society
- to develop students' knowledge of endangering basic systems in society and space caused by migration

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define and recognize migration cycles and integration models in the function of Croatian development.
2. Define and explain selective migration processes in the context of a non-identity population.
3. Develop skills for the process of data collection, analysis and assessment of future changes in migration and integration models.
4. Develop skills for recognizing and developing the scope of activities of Croatian state institutions in the function of integration and selective immigration.
5. Identify areas of possible integration and functional economic connection between emigrants and Croatia in the framework of security and development.
6. Recognize the potential of the emigrant community and patterns of connection with the economic needs of Croatia in different integration patterns.

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours  
15  
15

### Grading

Regular class attendance, passing a colloquium, discussion in class and independent preparation of a research task.



Dual-major studies

### Screening of student's work

- 0.5 ECTS Pohađanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 0.5 ECTS Seminarski rad [EN]

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- 2 ECTS

### Week by Week Schedule

1. Introductory lecture: introduction to the structure, content and goals of the course; teaching organization, subject evaluation, student obligations; proposal of topics for seminar work, determination of presentation deadlines
2. Migrations in the context of the crisis of nation states (crisis of citizenship), deterritorialization of identity and hybridization of cultural patterns;
3. Globalization: economic, sociocultural, security, demographic ... dimensions; impact on Croatian society;
4. Croatia as an emigrant country (historical-political context of emigration from Croatia during the 20th century to 1991);
5. Croatia: from independence to EU membership (demographic losses - war, emigration, falling birth rates; challenges of economic and political transition);
6. Croatia as a periphery of the EU or a "laboratory" of neoliberalism (destruction of agriculture, deindustrialization, orientation to the services sector ...)
7. The impact of economic policy models on emigration (consequences of deregulation, market liberalization and privatization, austerity measures, structural reforms, significantly reduced availability of the 'welfare state')
8. Croatia as an EU member - challenges of political, economic and social perspectives
9. Opening of the labor market in the EU (factors of migratory attractiveness - economic opportunities, political and social freedoms, lifestyle and religious determinants);
10. Impact of labor market flexibility on emigration (legal framework - temporary contracts, agency forms of employment, lower wages, rising job insecurity ...);
11. Education system and employment opportunities (market value of academic degree, education tailored to employers)
12. Labor mobility as a fundamental value of the EU: forced nomads or the new European precariat (ethical aspects of targeted foreign headhunting employers, the "retention" policy of the Government of the Republic of Croatia)
13. Mass emigration from Eastern Europe: comparison of Croatia with other "new" EU members (due to emigration Eastern Europe does not catch "EU connection" / immigrants contribute to the growth of developed / "pension, health and social systems);
14. Labor market liberalization (challenges of receiving migrants, selective migration model and returnee diaspora model)
15. Croats in BiH: reasons and destinations for emigration

# Military and Postwar Psychology-Croatian and International Experiences

188053



## Lecturer



Zoran Komar,  
v. pred. mr. sc.

ECTS Credits 3.0

English Level L1

E-learning Level L1  
(10%)

Study Hours 30

## Grading

For a written exam, it is necessary to achieve the prescribed degree (%) of attendance in classes.

## Course Description

The purpose of this course is to enable students to gain a wider insight into the psychological aspects of warfare and the psycho-social consequences of participating in the war. It also describes and explains the various activities and roles of psychologists in the pre-war, war and post-war periods.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the psychological aspects of war and the postwar period
2. Identify core tasks and practices of military psychologists
3. Distinguish ethically (and legally) acceptable and unacceptable forms of behavior in the war
4. Analyze general and specific forms of psychological preparation and monitoring of psychological combat readiness
5. Distinguish the influence of various forms of psychological operations (PSYOP)
6. Assess the effectiveness of policies and practices of psycho-social care for war veterans
7. Distinguish the use of techniques of psychological relaxation and stress reduction in wartime and peace

## Study Programme Learning Outcomes

Psychology

## Screening of student's work

0.8 ECTS Pohadanje nastave [EN]

1.4 ECTS Pismeni ispit [EN]

0.8 ECTS Usmeni ispit [EN]

3 ECTS

## Week by Week Schedule

1. Why war?  
The phenomenon of war and the historical development of military psychology in the world and in Croatia.

COM

CRO

CRO

CRO

CRO

CRO-S

DEM

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HIS

PHI

PSY

SCI

SCI

SOC

SOC

TEA

2. What is the job of a military psychologist?  
Basic tasks of military psychologists. Specific activities of military psychologists in various military branches - in the Army, Air Force, Navy and Special Forces.
3. War fears and how to prepare for it?  
Anxiety, fear, panic in the war. General and specific psychological preparation of soldiers.
4. How to prepare soldiers for captivity?  
Special psychological preparation of soldiers for behavior in captivity.
5. What are people willing to do to other people?  
Operational psychology. Interrogation techniques and methods.
6. How to overcome stress?  
Combat stress prevention. Debriefing and relaxation techniques.
7. Why do we kill each other?  
Justified and unjustified aggressive and violent behavior in the war. War ethics and war crimes.
8. What unites us in war troubles?  
Creation and development of military groups. Observing and measuring psychological combat readiness.
9. How do we lie?  
Psychological Operations (PSYOP) and psychological warfare. Rumors in War.
10. Is it all wonderful after the war?  
Psycho-social features of the post-war period. Frequent diseases and premature deaths of war veterans - causes, consequences and preventive actions.
11. Why do we suffer after the war?  
Posttraumatic Stress Disorder (PTSD) in war veterans.
12. Why raise our hands to himself, even after the victory?  
Suicides of war veterans.
13. How much suffering for our family members?  
Secondary victimization, secondary traumatization and transgenerational trauma transfer
14. Have we all gone mad?  
Psychology of terrorism.
15. Written and oral exam.

## Literature



Komar, Z., Pavlina, Ž. (ur.), (2000). *Vojna psihologija – knjiga prva*, MORH, Uprava za nakladništvo, Zagreb,



Komar, Z., Pavlina, Ž. (ur.), (2003). *Vojna psihologija, priručnik za hrvatske časnike, knjiga druga*, MORH, Uprava za nakladništvo, Zagreb,

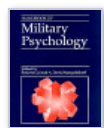


Komar, Z., Pavlina, Ž. (ur.), (2005). *Vojna psihologija, priručnik za hrvatske časnike, knjiga treća*, MORH, Uprava za nakladništvo, Zagreb,



Komar, Zoran; Koić, Elvira (2015). *Samoubojstva hrvatskih branitelja u Zagrebu i Hrvatskoj*, Grad Zagreb, Gradski ured za branitelje

## Additional Literature



Reuven Gal, A. David Mangelsdorff (1991). *Handbook of military psychology*, John Wiley & Sons Inc

## Similar Courses

- » Vojna psihologija, Oxford

# Military-political relations in Bosnia and Herzegovina 1990-1995

202921



## Lecturer



doc. dr. sc.  
Mijo Beljo

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Grading

Written exam

## Course Description

Introduce students to the facts that determined the basic military-political relations of the constituent nations of Bosnia and Herzegovina during the 1990-1995 war period

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the motives of the different parties to the conflicts in Bosnia and Herzegovina
2. Compare different perceptions and views on the political structure of Bosnia and Herzegovina
3. Apply critical thinking to different perceptions of the organization of Bosnia and Herzegovina
4. Develop competencies for interpreting military activities of all parties to the conflict
5. Analyze the political practices that led to the war
6. Relate military events with political relations in BiH

## Study Programme Learning Outcomes

Dual-major studies

History

History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Use methods of explanation and interpretation of historical processes

Connect and evaluate different historical points of view, including the points of view of Croatian historians in the context of the history of science

Present complex scientific and non-scientific content in written and oral form

Apply established historical terminology and nomenclature

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Pismeni ispit [EN]

3 ECTS

## Week by Week Schedule

1. Familiarising students with the content of the course - the general geographical area covered in the lectures
2. The first multi-party elections in the Bosnia and Herzegovina
3. The war in Croatia and its impact in Bosnia and Herzegovina
4. Three ideas about the future in the Bosnia and Herzegovina
5. International Community: Crisis Management Plans in Bosnia and Herzegovina
6. Establishment of the Croatian Community of Herceg-Bosna
7. Establishment of the Serbian Republic of Bosnia and Herzegovina
8. Bosnia and Herzegovina independence referendum
9. WAR: April 1992.
10. Three armies: the formation and organization of the ABiH, VRS and HVO
11. The first mass persecution and ethnic cleansing in 1992
12. "Allies" war: Muslim-Bosniak and Croat conflicts
13. Year of Horror: Middle Bosnia during 1993
14. Armistice Year: Washington Agreement 1994.
15. New Alliance: ABiH and HVO in Liberation of BiH: Dayton

## Literature



Lučić Ivo, Ivo (2013). *Uzroci rata, Bosna i Hercegovina od 1980. do 1992.*; Despot infinitus, Hrvatski institut za povijest

## Additional Literature



Marijan, Davor (2018). *Rat Hrvata i Muslimana u Bosni i Hercegovini od 1992. do 1994.*, Hrvatski institut za povijest

## Similar Courses

- » Moderna i suvremena povijest Bosne i Hercegovine, Oxford



# Miroslav Krleža

201853



## Lecturers



izv. prof. dr. sc.  
Davor Piskač



Suzana Marjanić,  
izv. prof. dr. sc.

ECTS Credits 3.0

English Level L1

E-learning Level L1 (5%)

Study Hours

15

15

## Course Description

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Define and set up a literary or cultural-theoretical problem in relation to the work of M. Krleža
2. Analyze the task of addressing a selected problem in a literary example or cultural practice / practices
3. Define the secondary literature and establish a critical relation
4. Analyze the secondary literature in the independent processing of the agreed task
5. Write academic written work

### Study Programme Learning Outcomes

Croatology

Interpret and critically judge literary text

Recognize and classify Croatian writers of European and world references

### Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

### Week by Week Schedule

1. Introduction to the course.
2. Saloma/e
3. Kristofor Kolumbo/ Cristoval Colon (1918.)
4. Vučjak
5. Tri kavaljera frajle Melanije (Tri kavalira gospođice Melanije)
6. U agoniji (1928.)
7. Povratak Filipa Latinovicza (1932.)
8. Na rubu pameti (1938.)
9. Conflict on the Literary Left

10. Put u raj
11. Davni dani
12. Zastave I. and II.
13. Zastave III.
14. "Mnogopoštovanoj gospodi mravima"
15. Course evaluation

## Literature



Visković, Velimir (2000).  
*Životopis Miroslava Krleže. U: Miroslav Krleža: Vražji otok, str. 135-234*, Zagreb: Naklada Ljevak, Matica hrvatska, HAZU



Krleža, Miroslav (1967).  
*Saloma, U: Legende*, Zagreb: Zora



Krleža, Miroslav (1988).  
*Vučjak, U: Drame (Vučjak, Galicija, Golgota)*, Sarajevo: NIŠRO Oslobođenje



Krleža, Miroslav (1977).  
*Dnevnik 1914-17: Davni dani I*, Sarajevo: NIŠP Oslobođenje



Krleža, Miroslav (2000).  
*Zastave. I-V*, Zagreb: Naklada Ljevak: HAZU

## Similar Courses

- » Hrvatski književni kanon, Oxford

# Modern and Contemporary History of Bosnia and Herzegovina

79192



## Course Description

The course objective is to explain and describe the most important segments of modern and contemporary history of BiH and to introduce them the latest historiographic works on course subject.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define historical processes typical for modernization processes of BiH
2. List literature on BiH topic during Ottoman times, Austro-Hungarian Monarchy and Kingdom of Yugoslavia
3. Describe the most important processes and happenings in BiH
4. Explain cause and effect relations between processes and happenings in BiH
5. Analyze processes and happenings in BiH based on aquired knowledge
6. Identify basic problems of socio-political relations within BiH

## Study Programme Learning Outcomes

Dual-major studies

History

History

## General Competencies

After finishing the programme student will be able to:  
list the most important literature of the historical period;  
define historical processes typical for certain historical period;  
describe historical processes;  
explain cause and effect relations of historical events and processes;  
defend his/her own opinion in discussions on different historical events and processes;  
appraise the value of historiographic interpretations.

## Week by Week Schedule

1. Time of Tanzimat and the beginning of modernization of B&H
2. The End of the Ottoman Empire and late attempt to create a nation
3. The Congress of Berlin and occupation of B&H
4. Austro-Hungarian Monarchy towards East: the B&H case
5. B&H and the making of Yugoslavian state
6. WWI, Kingdom of SHS/Yugoslavia and B&H
7. WW2 in B&H and the making of modern statehood on 'ZAVNOBiH' meeting
8. B&H as Republic in afterwar period
9. Political developments in B&H and acknowledgement of Muslims as nation
10. 'Croatian Spring' and its reflection on B&H
11. 1974 Constitution and building of state in B&H
12. The crisis and the fall of socialism in B&H
13. The democratic elections and toward independence
14. War in B&H

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Grading

The class attendance is obligatory as well as class activity. They will have written assignments. The exam is oral.

## 15. Peace of Dayton and afterwar B&amp;H

## Literature



Ivo Lučić (2013). *Ivo Lučić, Uzroci rata, Bosna i Hercegovina od 1980. do 1992.*, Despot infinitus, Hrvatski institut za povijest, Zagreb



Srećko Džaja (2004). *Politička realnost jugoslavenstva (1918.-1991.) s posebnim osvrtom na Bosnu i Hercegovinu*, Svjetlo riječi, Sarajevo - Zagreb



Ivo Lučić (2010). „Što je (bila) Bosna i Hercegovina, tko smo (bili) mi“, Status broj 14., Mostar



Mirjana Kasapović (2005). *Bosna i Hercegovina podijeljeno društvo i nestabilna država*, Politička kultura, Zagreb



Enver Redžić (2000). *Sto godina muslimanske politike*, Institut za istoriju, Sarajevo

# Motivation in Teaching Croatian Language

188689



## Lecturer



izv. prof. dr. sc.  
Lovorka Brajković

## Course Description

The objective of the course is to acquaint students with the basic theoretical backgrounds and contemporary scientific knowledge in the field of psychology of learning and motivation with an emphasis on the role of motivation in learning and school success, and to enable students to apply the acquired knowledge in teaching Croatian language, in the context of increasing students' internal motivation and motivation for achievement.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Compare basic theoretical approaches in the study of motivation
2. Evaluate the findings of contemporary research into motivation
3. Explain developmental, individual, and external factors influencing motivation
4. Apply the acquired knowledge of the determinants of motivation to the organization of conditions in teaching Croatian
5. Apply dramatic motivational procedures and educational plays in Croatian language teaching
6. Apply acquired knowledge to your own motivation to work

## Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Apply different theoretical approaches in linguistics

Croatology

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours  
15  
15

Teaching Assistant  
dr. sc. Dunja Jurić Vukelić, doc.

## Grading

Regular and active participation in class. Individual presentation preparation based on one Croatian language teaching unit. Written exam or colloquium.

## Week by Week Schedule

1. Definition of motivation in the context of education
2. Types of motivation: intrinsic, extrinsic, and achievement-oriented motivation
3. Early socio-emotional development and the development of childhood motivation
4. Development of reading motivation
5. Stage of motivation in Croatian language teaching
6. Motivation in Croatian language textbooks
7. Motivation and creativity: application of creative techniques in Croatian language teaching
8. Encouraging creativity in teaching literary education
9. Teaching creative literacy
10. Dramatic motivational procedures in Croatian language teaching
11. Didactic games in Croatian language teaching
12. Language games in the teaching of Croatian grammar
13. Application of modern teaching aids in Croatian language teaching
14. Teacher motivation
15. Practical application: Increasing intrinsic and achievement motivation

## Literature



Robert Clarence Beck (2003).  
*Motivacija*, Naklada Slap



Zdenka Gudelj-Velaga  
(1990). *Nastava stvaralačke  
pismenosti*, Školska knjiga

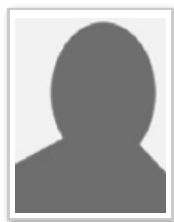
## Similar Courses

- » Psychology, Philosophy and Linguistics, Oxford

# Multivariate Statistical Methods

215071

## Lecturer



izv. prof. dr. sc.  
Ivan Balabanić

## Course Description

The aim of the course is to acquire knowledge and skills to use the major multivariate statistical analysis of the results at the level of understanding, planning and implementation of research analysis. Students will be acquainted with all fundamental multivariate statistical knowledge and techniques which are being used in sociological practice with emphasis on the specifics, advantages and limitations of particular methods of multivariate data analysis, develop motivation to work in sociological research, as well as knowledge of basic statistical methods and techniques and the motivation for their use in social research. The basic idea of the multivariate statistical analysis to simultaneously observe several interrelated variables, wherein each variable initially, as important.

Students have been developing abstract way of thinking and adopting statistical terminology. Understanding of statistical analysis procedures, which are subject to lecturing, are being verified in written forms, through tests and numeric exercises. Students are expected to demonstrate clear and logically consistent interpretation of calculated results

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Estimate the statistical requirements for the implementation of selected multivariate techniques.
2. Design a plan of research using some of multivariate techniques.
3. Analyze data suitable for analysis of some of these multivariate analysis techniques using SPSS software package
4. Explain the results obtained by some of these multivariate techniques within the set of research problems
5. Evaluate conclusions by applying some of these multivariate techniques in research
6. Explain statistical and mathematical logic MANOVA, regression, correlation, discriminant, canonical and cluster analysis.

## Study Programme Learning Outcomes

### Sociology

- Implement an appropriate method to research social phenomena
- Create a project proposal
- Organize data to create strategies
- Apply qualitative and quantitative data processing programs
- Differentiate sampling methods for social research

ECTS Credits 6.0

English Level L1

E-learning Level L2 (20%)

Study Hours  
30  
45Teaching Assistant  
doc. dr. sc. Luka Šikić

### 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



- Apply social research methods in labor market analyses
- Evaluate appropriate ways of intervention of a certain social issue
- Develop and select different problem-solving strategies

## General Competencies

- Apply the advanced statistical terms and information.
- Design a research project.
- Organize the implementation of a research project.
- Use the computer software for the analyses of qualitative and quantitative data.
- Organize the teamwork with co-workers from various disciplines, of different attitudes or value orientations.
- Develop the research question on the subject/process/phenomena of social interest.
- Choose the adequate methodological approach or the combination of approaches in investigation of the social phenomena.
- Combine the different social research methods in the analyses of the relevant data.
- Evaluate published sociological research with suggestions of possible improvements.
- Write a comprehensive research report.

## Week by Week Schedule

1. Introductory lesson and overview of the overall subject- matter.
2. One Way-Analysis of Variance (ANOVA)
3. A-priori and post-hoc Comparisons
4. Multivariate Analysis of Variance (MANOVA)
5. The Multiple Regression Model. Model Specification, Model development.
6. Least Squares Coefficient Estimators. The Explanatory Power of Linear Regression Equation.
7. Coefficient of Determination.
8. Stepwise Regression Model
9. Logistic Regression
10. Factor Analysis-FA
11. Principal Components Analysis
12. Mutual Factors Analysis
13. Factor axis rotation and interpretation
14. Cluster Analysis
15. Discriminant Analysis-DA

## Literature



Esbensen, H.K and Swarbrick, B. (2018). *Multivariate Data Analysis: An Introduction to Multivariate Analysis, process Analytical Technology and Quality by Design*, CAMO Software, AS, Norway



Šimičević, V. (2018). *Multivarijatne statističke metode (PDF)*, Nastavna literatura, Hrvatski studiji



Hair, J. F, Anderson, R. E., Tatham, R. L.; Black, W. C. (2005). *Multivariate Data Analysis*, Prentice Hall, New Jersey, Prentice Hall, New Jersey



Huberty, C. J., Olejnik, S. (2006). *Applied MANOVA and Discriminant Analysis*, New Jersey: Wiley





Rencher, A. C.; Christensen,  
W. F. (2012). *Methods of  
Multivariate Analysis*, New  
Jersey: Wiley

### Similar Courses

» Quantitative Methods for Social Research, Oxford

# New Media and Digital Marketing

130706

## Lecturer



Zdeslav Milas,  
v. pred. mr. sc.

## Associate Lecturer



Davor Trbušić,  
dr. sc.

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours  
15  
15

### Grading

50% seminar assignment, 50%  
exam

## Course Description

The goal of the programme is to explain to the students the basic laws of growth and development of digital media and marketing, and how they are interwoven with sociologic and business phenomena that they face every day. Through lectures and exercises, the students will learn basic concepts related to digital marketing, business strategy and marketing in digital media and learn basic business terminology.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, identify and explain on specific examples the basic information technology rules and the consequences arising from them.
2. Define, explain and apply the business 'long tail' concept.
3. List, identify and explain all the elements of the diffusion of innovations curve.
4. Define and devise a specific media communication plan for a product or a service on digital media platforms.
5. Identify the specificities of individual social networks and the marketing tools that are used on them.
6. Explain the business operations of Google and the benefits of their business model for business operations on the Internet.
7. Identify and theoretically explain the substitution and scalar media technology.

## Study Programme Learning Outcomes

Communication Studies

## General Competencies

Define, describe and evaluate new media and digital marketing, their relationship and the central problems. Apply, classify and distinguish professional terminology. Individually or in teams conduct scientific research in the field of communicology with the help of modern scientific-research methods and write scientific papers in a clear and organized manner. Expertly and professionally apply the acquired specialist theoretical and practical knowledge in practical work.

## Week by Week Schedule

1. Basic concepts of business on the Internet;
2. generation x, y and z;
3. long tail;
4. cyberology;
5. diffusion of innovations;
6. digital communications strategy, marketing strategy;
7. devising communications plan;
8. devising digital marketing plan;
9. marketing agency business operations;
10. management and communication in social networks;
11. business operations in social networks;
12. digital PR and viral campaigns;
13. marketing on social networks;
14. contextual advertising;
15. personalized digital marketing;

## Literature



Chris Anderson (2008).  
*Dugi rep*, Zagreb: Naklada  
Jesenski i Turk



W. Chan Kim Renée  
Mauborgne (2007). *Strategija  
plavog oceana*, Zagreb:  
Masmedia, Poslovni dnevnik

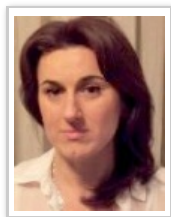


Gary Vaynerchuk (2011).  
*Ekonomija zahvalnosti*, Zagreb:  
Znanje

# Nobility in Croatian Diet:1650-1740

130541

## Lecturer



doc. dr. sc.  
Ivana Jukić Vidas

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Grading

The final exam is written exam, but final grade will be result of complete student activity during course lessons.

## Course Description

The course "Nobility in the Croatian Parliament 1650-1740" deals with the role and influence of the nobility, which was represented in the Croatian Parliament in the second half of the 17th century and the first half of the 18th century.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define historical processes typical for certain historical period
2. Identify the most important person and institutions in the Croatian
3. Describe historical processes
4. Explain cause and effect relations of historical events and processes
5. Defend his/her own opinion in discussions on different historical events and processes
6. Appraise the value of historiographic interpretations
7. Interpret a historical sources

## Study Programme Learning Outcomes

Dual-major studies

History

History

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Esej [EN]

1 ECTS Pismeni ispit [EN]

3 ECTS

## Week by Week Schedule

1. Introduction
2. Early Modern Absolutism: Theory and Practice
3. Early Modern Absolutism: East and West ?
4. Early Modern Nobility: Political Losers or?
5. An Essay
6. Early Modern Parliaments

7. Croatian Diet – Sabor and Estates
8. The offices within Sabor: Local Elite
9. An Essay
10. Workshop: how to analyse The Articles of Croatian Diet?
11. Interpretation of selected Legal Articles from Zaključci Hrvatskoga sabora, vol. 1-3 (The collected articles of Croatian Diet)
12. Interpretation of selected Legal Articles from Zaključci Hrvatskoga sabora, vol. 1-3
13. Interpretation of selected Legal Articles from Zaključci Hrvatskoga sabora, vol. 1-3
14. Final discussion
15. Final paper

## Literature



Peter H. Wilson (2000).  
*Absolutism in Central Europe*



Hillyar Zmora (2001).  
*Monarchy, Aristocracy and State in Europe 1300-1800*,  
Routledge



Nicholas Henshall (1992).  
*The Myth of Absolutism*



M. L. Bush (1992). *Social Orders and Social Classes in Europe Since 1500*



Perry Anderson (1974).  
*LINEAGES OF THE ABSOLUTIST STATE. PERRY ANDERSON.*



Ivan Beuc (1985). *Povijest institucija državne vlasti Kraljevine Hrvatske, Slavonije i Dalmacije*



Croatia. Sabor Republike Hrvatske (1958). *Zaključci hrvatskog sabora*

## Similar Courses

- » Opća povijest ranomodernoga doba, Oxford

# Opinion Polls and Media Market Research

57214

## Lecturer



izv. prof. dr. sc.  
Ivan Burić

## Course Description

The main objective of this course is to familiarize the students with the basics of the methodology of the public opinion and media market research, as well as the basic goals of using this type of research in business practice. In this way, we want to educate the students in how to properly devise, use and evaluate public opinion and media market polls. Accordingly, the course strives to ensure that the students are upon completion of their studies capable to use the market, media and public opinion research in concrete business practice, as important business tools in the context of reflexive business practices.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Use research methods and techniques that are applied in business organization operations.
2. Reproduce the most important methodological characteristics of individual methods of the public opinion and media market research.
3. Identify the most important benefits of certain methods of the public opinion and media market research.
4. Distinguish the most important specifics of particular methods of the public opinion and media market research.
5. Demonstrate the ability to communicate with research agencies in order to define research questions, define the optimal research design, as well as define the optimal research methods needed to solve specific business problems
6. Apply public opinion and media market polls in professional activities.

## Study Programme Learning Outcomes

### Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Formulate and critically evaluate arguments for and against opposing points of view

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences

ECTS Credits 5.0

English Level L2

E-learning Level L2 (20%)

Study Hours  
15  
15

### Grading

The grade is formed in a way that 80% of the value is carried by the written exam, and the remaining 20% is participation in classes, in discussions held in contact classes as well as in online forums on Merlin



and humanities

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Develop competences in professional and interdisciplinary teamwork

## General Competencies

Define, describe and evaluate public opinion research and the central issues of the discipline.

Apply, classify and distinguish the professional terminology in various fields of communicology.

Identify, evaluate and use scientific-research methods used in the study of public opinion.

Individually or in teams conduct scientific research.

## Screening of student's work

o ECTS Pohadanje nastave [EN]

5 ECTS Pismeni ispit [EN]

o ECTS Ostalo i. (upisati) [EN]

5 ECTS

## Week by Week Schedule

1. The notion of public opinion
2. The development of public opinion research,
3. Social determinants of the development of public opinion research,
4. Epistemological grounds of public opinion research,
5. Basics of qualitative and quantitative methodology of public opinion research,
6. Overview of the main types and methods of public opinion research,
7. Use of public opinion research in the sphere of politics and public affairs,
8. Public opinion research and public relations,
9. Use of public opinion research in the activities of business entities,
10. Basics of media consumption research as a special type of public opinion research,
11. Purposes of media consumption research,
12. Types of media consumption research,
13. Basic methodological specificities of media research,
14. The way media research is used in the activities of business entities.
15. Presenting seminar papers

## Literature



Lamza-Posavec, Vesna (1995). *Javno mnijenje*



Lamza-Posavec, Vesna (2015). *Mjerenje javnosti*, Institut Ivo Pilar



Šiber, Ivan (2003). *Politički marketing*, Politička kultura

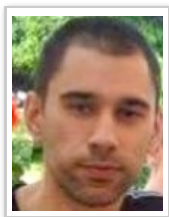


Wimmer, R. D., Dominick, J. R (2003). *Mass Media Research*, Wadsworth

# Oral Latin

200547

## Lecturer



prof. dr. sc.  
Šime Demo

ECTS Credits 3.0

English Level L3

E-learning Level L1 (5%)

Study Hours  
15  
15

## Grading

Attendance, active participation,  
preparedness, seminary work

## Course Description

The course aims at complete command over basic Latin vocabulary, morphology, syntactic structures and phraseology; written and oral communication in Latin; talking to the speakers of Latin at the living Latin conferences; understanding periodicals in Latin.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Write a letter in Latin
2. Write an say one's own curriculum vitae in Latin
3. Write and say a Latin summary of a text read
4. Analyze a prepared topic in Latin
5. Write a text on a given topic
6. Memorize Latin expressions for individual Croatian words

## Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Conceptually clearly present different information and viewpoints and critically assess the credibility of claims, assumptions and arguments mediated through various media

Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian

- EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science

Clearly and innovatively present complex academic and non-academic contents in written and oral form

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Usmeni ispit [EN]
- 3 ECTS



## Week by Week Schedule

1. Introduction, literature and assignments, formulas of salutation
2. Vocabulary 1 (De vita scholastica)
3. Reading and analysing selected chapters of Familia Romana (Epistula magistri)
4. Vocabulary 2 (De otio)
5. Reading a selected letter (e.g. Vrančić), writing a letter to family or friends
6. Vocabulary 3 (De cibis deque potionibus)
7. Reading and analysing selected chapters of Familia Romana, talk on a topic (Convivium, Inter pocula)
8. Vocabulary 4 (De officiis)
9. Reading a biography (e.g. S. Crijević, Puer Romanus), writing a CV
10. Vocabulary 5 (De vita cotidiana)
11. Discourse 20 (Colloquia personarum)
12. Vocabulary 6 (De libris)
13. Discourse 24 (Colloquia personarum)
14. Vocabulary 7 (De arte poetica deque grammatica)
15. Reading and analysing selected chapters of Familia Romana, talk on a topic (De arte poetica, Ars grammatica)

## Literature



Hans H. Orberg (1981).  
*Lingua Latina per se illustrata*



R.B. Appleton, W.H.S. Jones  
(1913). *Lingua Latina - Puer Romanus*, Oxford, Clarendon press

## Similar Courses

» Course IIA, Oxford

# Overview of Latinity in the Age of Humanism and the Renaissance

118518



## Lecturer



izv. prof. dr. sc.  
Tamara Tvrtković

ECTS Credits 5.0

English Level L1

E-learning Level L2

Study Hours 30

## Grading

The engagement and work of students is being followed during the whole semester. Final grade: 10% class attendance, 40 % colloquium or written exam, 50% oral exam.

## Course Description

To acquaint students with the European and Croatian latinists and their works (15th-16th centuries).

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify writers and early modern latin works from the pre-renaissance and renaissance era.
2. Evaluate European and Croatian latinists of the pre-renaissance and renaissance era.
3. Assess opus of Croatian latinists in the context of Croatian and European early modern latin literacy.
4. Define peculiarities of the pre-renaissance and renaissance literacy in latin language.
5. Analyze works of the pre-renaissance and renaissance era.
6. Describe characteristics of genres which are specific for the pre-renaissance and renaissance era.

## Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Define and describe the contemporary disciplines of literature, linguistics and auxiliary historical sciences, the history of their development and their main problems

Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text

Constructively encourage and promote the development of knowledge of Croatian Latinity based on the principles of scientific rationality, international recognition, and scientific excellence

Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian

Critically consider various descriptive and normative beliefs and attitudes about human nature and position in the world

Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content

Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines  
 Interpret, evaluate, comment, translate and prepare works and/or writings from the Croatian cultural heritage for print, especially Latin ones, in accordance with contemporary philological customs and requirements  
 Think interdisciplinary and respect different scientific methodologies and views on specific issues and problems  
 - EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science  
 Clearly and innovatively present complex academic and non-academic contents in written and oral form

## General Competencies

Assess opus of Croatian latinists in the context of Croatian and European early modern latin literacy.  
 Define peculiarities of the pre-renaissance and renaissance latin literacy.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Kolokviji [EN]
- 2 ECTS Usmeni ispit [EN]
- 5 ECTS

## Forms of Teaching

- » Predavanja
- » lectures

## Week by Week Schedule

1. Early modern latin literacy: main features, distribution and divisions.
2. Early modern latin literacy: main features, distribution and divisions.
3. Early modern latin literacy: main features, distribution and divisions.
4. An overview of pre-renaissance and renaissance latin literacy in Italy, Hungary, Germany, Poland, Holland, Portugal and Spain, France, Scotland i England.
5. Overview of pre-Renaissance and Renaissance Latin literature in Italy, Hungary, Germany, Poland, Netherlands, Portugal and Spain, France and Scotland and England.
6. Croatian latinists of the 15th century: P. P. Vergerius, I. Stojković, N. of Modruss, I. Vitez, Jannus Panonnius, J. Šižgorić, J. Divnić, K. Čipiko.
7. Croatian latinists of the 15th century: P. P. Vergerius, I. Stojković, N. of Modruss, I. Vitez, Jannus Panonnius, J. Šižgorić, J. Divnić, K. Čipiko.
8. Croatian latinists of the first half of the 16th century: J. Dragišić, F. Petančić, F. Niger, F. T. Andreis, L. Crijević, Š. Kožetić, V. Pribojević, T. Niger, F. Božičević, K. Ranjina, D. Buća, M. Andreis, M. Marulić, I. S. Polikarp, J. Bunić, I. Crijević, D. Beneša, I. Bolica, L. Paskalić.
9. Croatian latinists of the first half of the 16th century: J. Dragišić, F. Petančić, F. Niger, F. T. Andreis, L. Crijević, Š. Kožetić, V. Pribojević, T. Niger, F. Božičević, K. Ranjina, D. Buća, M. Andreis, M. Marulić, I. S. Polikarp, J. Bunić, I. Crijević, D. Beneša, I. Bolica, L. Paskalić.
10. Croatian latinists of the first half of the 16th century: J. Dragišić, F. Petančić, F. Niger, F. T. Andreis, L. Crijević, Š. Kožetić, V. Pribojević, T. Niger, F. Božičević, K. Ranjina, D. Buća, M. Andreis, M. Marulić, I. S. Polikarp, J. Bunić, I. Crijević, D. Beneša, I. Bolica, L. Paskalić.
11. Croatian latinists of the Reformation: M. Grbić, M. Vlačić and A. Dudić.
12. Croatian latinists of the Reformation: M. Grbić, M. Vlačić and A. Dudić.

13. Croatian latinists of the second half of the 16th century: A. Vrančić, S. Brodarić, B. Đurđević, D. Zavorović, F. Vrančić, N. Brautić, F. Petrić, P. Skalić.
14. Croatian latinists of the second half of the 16th century: A. Vrančić, S. Brodarić, B. Đurđević, D. Zavorović, F. Vrančić, N. Brautić, F. Petrić, P. Skalić.
15. Croatian latinists of the second half of the 16th century: A. Vrančić, S. Brodarić, B. Đurđević, D. Zavorović, F. Vrančić, N. Brautić, F. Petrić, P. Skalić.

## Literature



prir. V. Gortan i V. Vratović (1969). *Pisci 15. i 16. stoljeća Croatici auctores qui Latine scripserunt (auctores saec. XV et XVI), u: Hrvatski latinisti, knj. 1., 115-707, Zagreb*



Darko Novaković (1994). *Latinsko pjesništvo hrvatskog humanizma, 53-114, Zagreb*



Juraj Šižgorić (1966). *Elegije i pjesme, (Hrvatski latinisti, knj. 6.), Zagreb*



Ivan Česmički (1951). *Pjesme i epigrami, (Hrvatski latinisti, knj. 2.), Zagreb*



Jakov Bunić (1978). *De raptu Cerberi, (Hrvatski latinisti, knj. 9), Zagreb*

# Overview of Latinity in the Post-Renaissance Period

118519

## Lecturer



izv. prof. dr. sc.  
Tamara Tvrtković

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

Written and oral exam

## Course Description

The aim of the course is chronological overview of Latinity in the Post-Renaissance period and identify the most significant writers and works. The occurrence of certain genres are placed in a particular historical period and are explained within the context of historical events. Also the Croatian Latinity placed in the context of European Latinity.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify characteristics of literary works of post-renaissance period
2. List the main representatives of post-renaissance period
3. Recognize the genres that occur in the post-renaissance period
4. Describe a series of Croatian authors and works in Latin of the Middle Ages to the present day
5. Compare Croatian and European Latinity
6. Analyze the ancient impacts on literature of post-renaissance period

## Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Define and describe the contemporary disciplines of literature, linguistics and auxiliary historical sciences, the history of their development and their main problems

Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text

Constructively encourage and promote the development of knowledge of Croatian Latinity based on the principles of scientific rationality, international recognition, and scientific excellence

Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian

Critically consider various descriptive and normative beliefs and attitudes about human nature and position in the world

Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content

Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines

Interpret, evaluate, comment, translate and prepare works and/or writings from the Croatian cultural heritage for print, especially Latin ones, in accordance with contemporary philological customs and requirements

Think interdisciplinary and respect different scientific methodologies and views on specific issues and problems

- EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science

Clearly and innovatively present complex academic and non-academic contents in written and oral form

## General Competencies

List the representatives authors and works post-renaissance period with special reference to Croatian Latin, compare Croatian and European Latin, placed the authors and work in historical context

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Kolokviji [EN]

2 ECTS Usmeni ispit [EN]

5 ECTS

## Forms of Teaching

- » Predavanja
- » lectures

## Week by Week Schedule

1. Historical Overview of 17th-19th century, placing literature of Croatian Latinity of this period in the context of historical events, the main characteristics of literary periods, European representatives.
2. Prose 17th century I: Historiography (definition and representatives of Croatian Baroque Slavism and Illyrian theory: Mrnavić, Orbini, Rattkay, Vitezović;) "father of Croatian historiography": Ivan Lučić
3. Prose 17th Century II: biography and hagiography, banology (main representatives and their works: Mrnavić, Gradić, Levaković, Vitezović, Rattkay)
4. Prose 17th Century III: specialization Latin by sciences (theology, philosophy, law and natural sciences - de Dominis, Faust Vrančić), rhetorical activity, the first grammars and dictionaries (Kašić, Mikalja)
5. Poetry 17th century (the religious and spiritual); topics lyric poems, epics and epigrams (characteristics and main representatives: K. Vičić B. Rogačić S. Mladinić);
6. Poetry 18th century I: poetry and epigrams (Kunić, Ferić, Hidža, Rastić, Đurđević)
7. Poetry 18th Century II: didactic epics (philosophical and historiographical) Translation (theory of translation, translation from classical languages into Croatian and vice versa)
8. The impact of Dubrovnik on 18th century literature : R. Kunić, J.R Bosković, B. Stay and B.Zamanja
9. Interdisciplinarity in the 18th century: coherence between various scientific disciplines and research directions
10. Biobibliographers and historians 18th century: important documents for literary history
11. Questions of language in the 18th Century: Review of vocabularies and grammars

12. Other impacts (literary and marginal literary genres: the visitation, annals, chronicles)
13. The awakening of national consciousness and the abolition of Latin as the official language: influences on literature
14. A review of literature in Latin: 19th and 20 century
15. Synthesis

## Literature



Darko Novaković (2003). *Hrvatski latinizam u XVII. stoljeću, u knj. Hrvatska i Europa Barok i prosvjetiteljstvo sv. 3. (ur. I. Golub), 551-563*, HAZU - Školska knjiga



Vladimir Vratović (2003). *Hrvatski latinizam u XVIII. stoljeću, u knj. Hrvatska i Europa Barok i prosvjetiteljstvo sv. 3. (ur. I. Golub), 565-575*, HAZU - Školska knjiga



P. Knezović, "Pregled hrvatskog latinizeta od sabora u Cetinguadu 1527. do sabora u Požunu 1790." *Hrvatsko-mađarski odnosi 1102-1918.*, Zagreb, 2004., 191-198;



Darko Novaković (1999). *Hrvatska novolatinska književnost od 15. do 17. stoljeća, u knj. Introduzione allo studio della lingua, letteratura e cultura croata (ur. F. Ferluga Petronio), 165-176*;

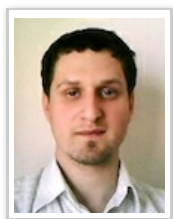


Pavao Knezović (1999). *Hrvatski latinisti 18. i 19. stoljeća, ibid, 177-189.*

# Overview of Medieval Latinity

118521

## Lecturer



izv. prof. dr. sc.  
Marko Jerković

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

Duties: class attendance, Exam:  
40% written exam; 60% oral  
exam

## Course Description

This course aims to provide students with knowledge about latin literary heritage, European and Croatian. Students will be acquainted with various types and peculiarities of medieval Latin literature. They will be encouraged to analyse characteristically medieval genres and to analyse their features in comparative perspectives. The aim is also to train students to interpret medieval narrative, epigraphic and diplomatic sources.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze texts of various representatives of Croatian medieval latinity
2. Explain diplomatical, epigraphical and normative sources of Croatian medieval period
3. Describe stylistic features of medieval latin literature
4. Compare characteristics of Croatian latinity with latinity of other European areas
5. Describe genres of medieval literature
6. Analyze narative texts

## Study Programme Learning Outcomes

### Croatian Latinity

defend personal scientific insights and positions in concrete cases rationally and by providing valid arguments

### Generic competencies

constructively encourage further development of Croatian Latinity as an occupation based on the principles of scientific rationality. international recognisability. scientific excellence and integrity

identify and interpret common theoretical starting points of different linguistic and other disciplines as well as literary science

identify and interpret the intrinsic interdisciplinary nature of historical research by linking the specific segments of historical research with the corresponding segments of other social sciences and humanities

### Specific competencies

in interpreting and processing of texts integrate critical models of thinking characteristic for various literary and linguistic disciplines into a comprehensive ability of philological thinking



## General Competencies

After finishing the programme student will be able to:

analyze linguistic characteristics and content of latin materials,  
comment on latin text,  
describe main works of Croatian latin heritage,  
compare main features of genres,  
define stylistic literature features of specific eras,  
analyze latin poetry

## Screening of student's work

2 ECTS Pismeni ispit [EN]

3 ECTS Usmeni ispit [EN]

5 ECTS

## Forms of Teaching

» Predavanja

» Lectures

## Week by Week Schedule

1. General characteristics of medieval Latinity.
2. Early medieval Latinity.
3. Croatians' first contacts with Latinity.
4. Medieval literate renaissances (Carolingian, Ottonian and the 12th Century Renaissance).
5. Epigraphy.
6. Church books.
7. Medieval genres.
8. Legends, hagiography and vitae.
9. "Life of St John of Trogir" (hagiography).
10. "Genealogy of Bar" (Chronicle by priest from Duklja)
11. Chronicles and chroniclers: "Miha de Barbezanis" and "A Cutheis tabula"
12. Medieval memoriale: Paulus de Paulo
13. "Obsidio Iadrensis": an analysis
14. Thomas Archdeacon: "Historia Salonitana"
15. Medieval chanceries

## Literature



*S. Hosu, Srednjovjekovna latinska književnost, u: Povijest svjetske književnosti, knj. 2., Zagreb, 1977., 347-399.*



*R. Katičić, Litterarum studia, Književnost i naobrazba ranoga hrvatskoga srednjovjekovlja, Zagreb, 1998.*



*R. Katičić, Toma Arhiđakon i njegovo djelo, u: Toma Arhiđakon, Historia Salonitana, Split, 2003.*



*Pavao Knezović, Ranosrednjovjekovni latinitet, u: Hrvatska u doba kneza Branimira, Zadar, 2002., 173-193.*



*Matijević Sokol, Mirjana,  
Latinska epigrafička baština,  
Hrvatska i Europa: kultura,  
znanost i umjetnost. Srednji  
vijek i renesansa (XIII.-XVI.  
stoljeće), Zagreb, 2000., str.  
105.-125.*

### Similar Courses

» Medieval Latin, Oxford

# Overview of Medieval Latinity

200544

## Lecturer



izv. prof. dr. sc.  
Marko Jerković

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

Duties: class attendance, Exam:  
40% written exam; 60% oral  
exam

## Course Description

This course aims to provide students with knowledge about latin literary heritage, European and Croatian. Students will be acquainted with various types and peculiarities of medieval Latin literature. They will be encouraged to analyse characteristically medieval genres and to analyse their features in comparative perspectives. The aim is also to train students to interpret medieval narrative, epigraphic and diplomatic sources.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze texts of various representatives of Croatian medieval latinity
2. Explain diplomatical, epigraphical and normative sources of Croatian medieval period
3. Describe stylistic features of medieval latin literature
4. Compare characteristics of Croatian latinity with latinity of other European areas
5. Describe genres of medieval literature
6. Analyze narative texts

## Study Programme Learning Outcomes

Dual-major studies

Croatian Latinity

Define and describe the contemporary disciplines of literature, linguistics and auxiliary historical sciences, the history of their development and their main problems

Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text

Constructively encourage and promote the development of knowledge of Croatian Latinity based on the principles of scientific rationality, international recognition, and scientific excellence

Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian

Critically consider various descriptive and normative beliefs and attitudes about human nature and position in the world

Monitor and adequately reproduce written and oral presentations of complex academic and non-academic content

Recognize and interpret the common theoretical starting points of different

linguistic disciplines, the science of literature as well as other disciplines  
 Think interdisciplinary and respect different scientific methodologies and views on specific issues and problems  
 - EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science  
 Clearly and innovatively present complex academic and non-academic contents in written and oral form

## General Competencies

After finishing the programme student will be able to:

analyze linguistic characteristics and content of latin materials,  
 comment on latin text,  
 describe main works of Croatian latin heritage,  
 compare main features of genres,  
 define stylistic literature features of specific eras,  
 analyze latin poetry

## Forms of Teaching

- » Predavanja
- » Lectures

## Week by Week Schedule

1. General characteristics of medieval Latinity.
2. Early medieval Latinity.
3. Croatians' first contacts with Latinity.
4. Medieval literate renaissances (Carolingian, Ottonian and the 12th Century Renaissance).
5. Epigraphy.
6. Church books.
7. Medieval genres.
8. Legends, hagiography and vitae.
9. "Life of St John of Trogir" (hagiography).
10. "Genealogy of Bar" (Chronicle by priest from Duklja)
11. Chronicles and chroniclers: "Miha de Barbezanis" and "A Cutheis tabula"
12. Medieval memoriale: Paulus de Paulo
13. "Obsidio Iadrensis": an analysis
14. Thomas Archdeacon: "Historia Salonitana"
15. Medieval chanceries

## Literature



*S. Hosu, Srednjovjekovna latinska književnost, u: Povijest svjetske književnosti, knj. 2., Zagreb, 1977., 347-399.*



*R. Katičić, Litterarum studia, Književnost i naobrazba ranoga hrvatskoga srednjovjekovlja, Zagreb, 1998.*



*R. Katičić, Toma Arhiđakon i njegovo djelo, u: Toma Arhiđakon, Historia Salonitana, Split, 2003.*



*Pavao Knezović, Ranosrednjovjekovni latinitet", u: Hrvatska u doba kneza Branimira, Zadar, 2002., 173-193.*



*Matijević Sokol, Mirjana,  
Latinska epigrafička baština,  
Hrvatska i Europa: kultura,  
znanost i umjetnost. Srednji  
vijek i renesansa (XIII.-XVI.  
stoljeće), Zagreb, 2000., str.  
105.-125.*

### Similar Courses

» Medieval Latin, Oxford

# Pagan and Christian Themes in Croatian Literature

239801

## Lecturer



doc. dr. sc.  
Domagoj Brozović

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

## Teaching Assistant

Petar Ušković Croata, mag.  
educ. philol. et lat. croat.

## Course Description

### Study Programme Learning Outcomes

Dual-major studies

Croatology

Croatology

Navigation icons: Globe, Sun, COM, CRO, CRO, CRO, CRO, CRO, CRO-S, DEM, HIS, HIS, PHI, PSY, SCI, SCI, SOC, SOC, TEA

# Palliative Care

226946



## Lecturers



izv. prof. dr. sc.  
Lovorka Brajković



prof. dr. sc.  
Marijana Braš

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 15

15

### Grading

60 % – 69 % - sufficient  
70 % – 79 % - good  
80 % – 89 % - very good  
90 % – 100 % - excellent

## Course Description

Introduce students to the basic theory and concept of palliative care. During the course, students will gain the necessary knowledge about the psychological reactions to incurable disease, important features of the patient-family - professionals relationship in palliative care as well as relationships between team members, delivering bad news and bereavement. Special emphasis is placed on acquiring knowledge about the treatment of total pain with various therapeutic options as well as on the psychological aspects of dying and death.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain basic concept of palliative care
2. Explain importance of physical, psychological, social and spiritual issues in palliative patients and families
3. Apply appropriate psychological assessment to patients and their families
4. Identify psychosocial and spiritual needs in palliative patients and families
5. Distinguish palliative care from hospice care
6. Explain end of life issues
7. Explain needs in bereavement
8. Identify importance of multiprofessional approach to palliative patients

## Study Programme Learning Outcomes

Psychology

### Screening of student's work

- 0.5 ECTS Pohadanje nastave [EN]  
 1 ECTS Kolokviji [EN]  
 1 ECTS Pismeni ispit [EN]  
 0.5 ECTS Seminarski rad [EN]  
 3 ECTS

## Week by Week Schedule

1. Introduction to palliative care - basic features of palliative care; historical development of palliative care in Croatia and the world
2. Biopsychosocio spiritual approach to palliative patients and families; bioethical and legal aspect of palliative care

3. Total pain
4. Multiprofessional palliative team
5. Communication skills in palliative care; delivering bad news
6. Psychological aspect of palliative care
7. Psychological assessment in palliative care
8. Psychological counselling and psychotherapy in palliative care
9. Geriatric palliative care
10. Pediatric palliative care
11. Hospice care
12. Psychological aspects of death and dying; concept of Good death
13. Bereavement
14. Professional role of psychologist in palliative care
15. Final considerations on palliative care

## Literature



Dorđević, V., Braš, M. (2013). *Osnove palijativne medicine*, Medicinska naklada



Buckley, J. (2008). *Palliative care: An integrated approach*, Wiley-Blackwell

## Additional Literature



Chochinov, H.M., Breitbart, W. (2000). *Handbook of psychiatry in palliative medicine*, Oxford Press.



Firth, P., Luff, G., Oliviere, D. (2005). *Loss, Change and Bereavement in Palliative Care.*, Open University Press.



Brown, W., Warr, B. (2007). *Supporting the Child and the Family in Paediatric Palliative Care*, Jessica Kingsley Publishers

## Similar Courses

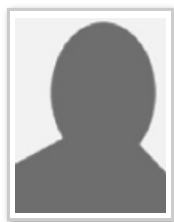
- » Palliative care education and practice, Oxford



# Parenting pedagogy

213981

## Lecturer



doc. dr. sc.  
Katarina Dadić

## Course Description

This course aims to acquaint students with the socio-historical context of parenting (parenting in different social contexts and how the concept of parenting has changed) with special emphasis on the challenges of modern parenting (technology, globalization, media, etc.). The intention is to critically approach different socio-historical theoretical frameworks of the perception of parenthood. Furthermore, in this course students will be introduced to partnership with parents in education, more precisely, how to have a quality counseling conversation with parents and will have the opportunity to critically evaluate different approaches to parenting education programs. By emphasizing the importance of parenting education in modern society due to many challenges, students gain insight into their role in the parenting education process. They will develop an understanding of the role of parenting and recognize their role in providing support to parents within the educational institution (parent meetings and parent information).

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the concepts of parenting, upbringing, pedagogy, and parenting pedagogy.
2. State socio-historical changes in parenting.
3. Explain the role of teachers in parent education.
4. Explain the role of the media in parenting.
5. Describe the characteristics of a parent-school partnership.
6. Relate the importance of teacher-parent collaboration with parent education.
7. Analyze parent education programs.

## Study Programme Learning Outcomes

Croatian Latinity

Dual-major studies

Communication Studies

Croatology

History

History

Sociology

Evaluate social impact of social changes in society

Interpret certain social processes using knowledge of sociological theories

ECTS Credits 3.0

English Level Lo

E-learning Level L2

Study Hours

15

15

Teaching Assistant

Martina Horvat, mag. paed.

Grading

Throughout the semester, students will be continuously evaluated based on the following obligations: 1. Writing a critical review of the topic (show the ability to critically read given texts and academic literacy); 2. Colloquia (according to lectures and provided literature); 3. Seminar paper (independently study, prepare and present); 4. Essay (according to selected scientific papers); 5. Written exam (according to lectures and provided literature). The final grade is the result of all the above elements.



## Screening of student's work

- 0.3 ECTS Esej [EN]
- 0.5 ECTS Kolokviji [EN]
- 1.5 ECTS Pismeni ispit [EN]
- 0.7 ECTS Seminarski rad [EN]

---

- 3 ECTS

## Week by Week Schedule

1. Opening lecture: introduction to the aims of the course and students' obligations
2. Parenting through time: an overview and understanding of parenting in different historical and social contexts.
3. Contemporary parenting and its challenges.
4. Parenting and technology: are parental behaviours shaped by the media?
5. The future of parenting: a critical review.
6. Colloquium
7. Parenting in the educational context: the role of teachers in working with parents.
8. Parental counselling: the role of parent-teacher conferences.
9. Parental counselling: the role of parent meetings.
10. How to be a good class teacher?: communication and cooperation as a prerequisite for partnership with parents.
11. Parental education in contemporary society.
12. A representation of parenting programs: a critical review.
13. Concluding remarks: the impact of society and its changes on parenting and the role of teachers in providing support to parents.
14. Colloquium
15. Evaluation of the course Parenting pedagogy.

## Literature



Čudina-Obradović, M.,  
Obradović, J. (2003). *Potpora  
roditeljstvu: izazovi i  
mogućnosti.*, Revija za  
socijalnu politiku



Pećnik, N., Starc, B. (2010).  
*Roditeljstvo u najboljem  
interesu djeteta i podrška  
roditeljima najmlađe djece.*,  
UNICEF



Shaw, R. (2009). *Epidemija  
popustljivog odgoja: zašto su  
djeca nevesela, nezadovoljna,  
sebična te kako im pomoći*, VBZ

## Additional Literature



Arendell, T. (1997). *A Social  
Constructionist Approach to  
Parenting*, SAGE  
Publications



Connell-Carrick, K. (2006).  
*Trends in Popular Parenting  
Book and the Need for  
Parental Critical Thinking*,  
Child Welfare



Hicks, M. W., Williams, J. W. (1981). *Current Challenges in Educating for Parenthood, Family Relations*



Jurčević Lozančić, A., Kunert, A. (2015). *Obrazovanje roditelja i roditeljska pedagoška kompetencija, teorijski i praktični izazovi, Metodčki obzori*



Juul, J. (2008). *Život u obitelji: najvažnije vrijednosti u zajedničkom životu i odgoju djece*, Zagreb: Pelago



Kishchuk, N., Laurendeau, M.C., Desjardin N., Perreault, R. (1995). *Parental Support: Effects of a Mass-Media Intervention*, Canadian Journal of Public Health



Ljubetić, M. (2006). *Obitelj u povijesnom i suvremenom kontekstu*, Split: Filozofski fakultet.



Pečnik, N. (2008). *Suvremeni pogledi na dijete, roditeljstvo i socijalizaciju*, Dijete i društvo – časopis za promicanje prava djeteta



Perse, E. M., Lambe, J. L. (2017). *Media Effects and Society: Second Edition*, New York, London: Routledge



Smedts, G. (2008). *Parenting in a Technological Age*, Ethics and Education



Stričević, I. (2011). *Jačanje roditeljskih kompetencija kroz programe obrazovanja roditelja*, Zagreb: Filozofski fakultet Sveučilišta u Zagrebu

# Participatory journalism

213966

## Lecturer



Ljubica Josić,  
izv. prof. dr. sc.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

Teaching Assistant  
doc. dr. sc. Tamara Kunić

## Course Description

The aim of the course is to acquaint students with the current state of the media in transition from traditional to digital journalism and new forms of citizen participation in the production, distribution and distribution of media content. The aim is also to enable the adoption of a terminological and theoretical-analytical framework for understanding and recognizing forms of citizen participation in times of increased social cohesion, critical reflection on the meaning of information in the digital environment, its transparency and strengthening civic action to achieve deliberative democracy.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Demonstrate, classify and differentiate theoretical literature and professional terminology related to participatory journalism (public sphere, deliberative democracy, citizen journalism, etc.).
2. Recognize and interpret the field of public and civic communications, with an emphasis on the differences and links between professional and participatory journalism.
3. Analyze and judge different points of view in current discussions about the future of journalism.
4. Describe a number of mechanisms through which, throughout history, citizens have participated in the production of media content.
5. Recognize alternative understandings of the role of citizens and their relationship to information of public interest.
6. Analyze the changes in civic life that are manifested by the growth of social networks and the development of interactive Web 2.0
7. Compare different theoretical approaches and critiques of participatory journalism.
8. Distinguish between terminology and methodological practice of research.

## Study Programme Learning Outcomes

Communication Studies

## Screening of student's work

0.5 ECTS Pohadanje nastave [EN]

1.5 ECTS Pismeni ispit [EN]

1 ECTS Praktični rad [EN]

3 ECTS

## Week by Week Schedule

1. Introduction to citizen journalism
2. Does traditional journalism have a future?
3. Journalism in public sphere
4. digital revolution
5. Collective actions
6. Social networks and participatory culture
7. Deliberative and participatory democracy
8. Forms of citizen participation in journalism
9. Blogs and news sites of journalists-citizens
10. User generated content
11. Reader comments as a form of citizen journalism
12. The impact of citizen journalism on traditional journalism
13. Citizen journalism in the world media
14. citizen journalism in Croatia
15. Fake news

## Literature



Lynette Sheridan Burns (2009). *Razumjeti novinarstvo*



Nada Zgrabljić Rotar (2020). *Digitalno doba, Jesenski i Turk*



Ljubica Josić (2017). *Zbornik 1. Informacijska tehnologija i mediji 2016.*, Hrvatski studiji



Ljiljana Zekanović Korona (2019). *Zbornik 2. Informacijska tehnologija i mediji 2017.*, Sveučilište u Zadru



Marina Mučalo, Silvio Šop (2008). *Nova publika novih medija*, Informatologia, 41 (1)

## Similar Courses

- » Citizen Journalism, Oxford

# Pedagogical Management of Modern School

144759

## Course Description

The aim of the course "Pedagogical Management of Contemporary Schools" is:

- Introduce students in different directions and levels of pedagogical management.
- Understand the concepts of management and leadership.
- Understand leadership skills based on fundamental knowledge.
- Learn leadership styles.
- Learn tracking tools and how to use them.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze and interpret the main contents of school-level management
2. Explain different directions and levels of pedagogical management.
3. Recognize concepts of management, management, and leadership.
4. Develop understanding of leadership skills and leadership based on basic knowledge.
5. Explain leadership styles.
6. Describe tracking tools and how to use them.
7. Classify different pedagogical arrangements and criteria for their valuation.
8. Arrange human potentials, long-term planning and organization of the educational process, both in school and in the classroom.

## Study Programme Learning Outcomes

### Croatian Latinity

defend personal scientific insights and positions in concrete cases rationally and by providing valid arguments

### Generic competencies

conceptually clearly present diverse information and positions. and critically evaluate the credibility of claims. assumptions and arguments presented through various media

### Specific competencies

in written and oral form present complex academic and non-academic topics in a clear and innovative manner

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

ECTS Credits 3.0

English Level Lo

E-learning Level L2

Study Hours 15

15

## Grading

Students will personally verify each attendance at the lectures and check attendance during the next term, as well as the possibility of discussing with the professor and colleagues (20% of the final grade).

Individual research of a particular pedagogic problem through additional literature, public referral to students about this issue and discussion about it, participation in other students' work (30% of grades) and written exam through two continuous assessment exam based on based on 18 questions (9 + 9) (50% of the rating).

## Forms of Teaching

### » Predavanja

» Lectures are based on the student-oriented paradigm. This means that teaching will be based on a dialogue form of lectures. The seminar is based on modern forms of work, which activates students and encourages the development of their abilities and skills for educational activities. Students will write and present a seminar work (independently, in pairs or in groups). During semester students will write two continuous assessment exams. Following the semester's work (attendance and participation in all activities in lectures and seminars), each student will have three grades at the end of the semester that are summed up and divided by 3, with final grade as a result. If satisfied with the grade, student will participate in a regular exam deadline, otherwise he or she will go to the oral exam. If the students have not completed the obligation to prepare and attend the seminar, they will lose the signature.

### » Seminar

» The seminar objective is:  
 Choice of relevant topic  
 The usefulness of topics in personal development  
 Possibility of more elaborate processing  
 Choice of processing styles  
 Presentation at seminars  
 Theoretical aspects are broadened in seminars, combining theoretical with empirical.

## Week by Week Schedule

1. Fundamental definitions of management
2. Contemporary trends in school management
3. School Management - a new area of expertise
4. Relationship between theory and practice of management in education
5. Management specialties in educational institutions
6. Pedagogical Management - management impact on education
7. Management levels
8. Pedagogical management subsystems
9. School principal as manager
10. Principals competency standards
11. Organizational management, human resources management, level management; goals, long-term planning and organization, control of operational procedures and support programs for goals, objective interpretation, strategic management (long-term), and management of functions
12. Class management
13. Areas of teacher competence
14. Leadership styles within classroom management
15. Management functions; plans, strategies, good organization, quality leadership, and successful control;  
 School pedagogue as school coordinator

## Literature



Jurić, V. (2004). *Metodika rada školskoga pedagoga*, Zagreb: Školska knjiga



Jurić, V. (2004). *Pedagoški menadžment – refleksija opće ideje o upravljanju*, Zagreb: Školska knjiga



Silov, M. (2001). *Suvremeno upravljanje i rukovođenje u školskom sustavu*, Velika Gorica: Persona



Staničić, S. (2001). *Kompetencijski profil školskog pedagoga*, Zagreb: Napredak



Staničić, S. (2006). *Menadžment u obrazovanju*, Rijeka: Vlastita naklada

### Similar Courses

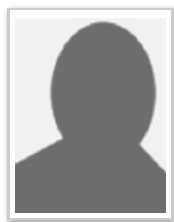
» School Management, Oxford



# Pedagogy

144706

## Lecturer



prof. dr. sc.  
Neven Hrvatić

## Course Description

The course objective is to prepare a future teacher for performing the educator's job as a master of arts by providing pedagogic knowledge and skills qualification.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Correctly interpreting the basic concepts of pedagogy, explain pedagogic epistemology and interpreting the interaction of education and pedagogy.
2. • Correctly interpret key pedagogic concepts (educate, educator, education, enculturation, acculturation, socialization, the science of education, educational authorities, educational role models etc.);
3. • Validly interpret the scientific foundations of pedagogy;
4. • Differentiate between views of man and the according pedagogic procedures based upon or arising from them;
5. • Explain learning and teaching as parts of education;
6. • Classify different development theories in the framework of reflecting on and organizing education;
7. • Compare educational needs according to different theoretical backgrounds (natural sciences on education, social sciences and humanities on education, social problems in behaviour);
8. • Summarize the content of certain educational policies

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

Croatian Latinity

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Croatology

History

History

Psychology

Sociology

ECTS Credits 4.0

English Level Lo

E-learning Level L2

Study Hours  
30  
15

Teaching Assistant  
Martina Horvat, mag. paed.

## Grading

Students will be monitored in all three stages of the course delivery. In the first stage, when the basic concepts of pedagogy are taught, the student's motivation is monitored based on active engagement in class, as well as regular attendance (20% of the final grade). In the second stage, the student's individual and group work in research on a specific pedagogical problem, multimedia presentation and reporting on it in front of colleagues, and participating in the same assignment of other students are monitored (30 % of the final grade). The third stage refers to the evaluation of the student's systematic knowledge of pedagogy by means of a written exam (15 questions) based on obligatory literature and professor's lectures (50% of the final grade).



Recognize the elements of cultural/collective memory

#### Sociology

Recognize the elements of cultural/collective memory

Modify the explanations and basic terminology of sociological tradition to target population

### Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Istraživanje [EN]

1 ECTS Seminarski rad [EN]

4 ECTS

### Forms of Teaching

#### » Predavanja

» Professor's lectures, with up-to-date novelties published in the field of pedagogy in relation to student, education, the discipline of pedagogy etc.

#### » Seminar

» Individual preparation for the presentation of a book from the field of pedagogic practice and participation in seven similar preparations and presentations of other students.

### Week by Week Schedule

1. •The educatee as the centre of not only education, but entire pedagogy. Various perspectives on man, from chemical materialism and different historical versions on the nature of man to the view shaped by different cultures and civilizations (European, Asian, African).
2. •The possibility of and the need for education (education as an activity that creates both man and society, looked at from the point of view of different scientific disciplines and professions that all have contributed to the interdisciplinary approach in pedagogy as a science and the practice based upon it).
3. •With maximum respect for education as a possibility and a need, limits of education are discussed as well, whereby both pedagogical optimism and pessimism are elaborated as an introduction to the informed opting for pedagogic interactionism, i.e. pedagogic realism.
4. •Pedagogy as a distinct science (educational science or sciences, basic concepts of pedagogy, the difference between pedagogy and educational science(s), the objectives of pedagogy, the fields of educational sciences, pedagogy and related sciences (sociology, psychology, anthropology, neurosciences, biology), epistemological division: humanistic-scientific pedagogy, empirical educational science, critical educational science.
5. •New challenges facing pedagogy (concern about its scientism, education and its references, interaction of education and pedagogy, interaction of pedagogy and culture).
6. •Communication in education (relevant characteristics of education, education as the change of behaviour, intentional and functional learning, education as interpersonal activity, education as social interaction, education as social communication, education as purposeful help in learning).
7. •Learning and teaching as parts of education
8. •Theories of behaviour change in education (psychoanalysis, behaviourism, insight, defence mechanisms, urge, and libido).

9. •Authority in education (authority as the triple relationship of the instructor, the subject, and the field; the difference between authority and authoritarianism, the relationship between paedocentrism and types of authority, educational models, who is an ideal educator).
10. Highly talented and disabled persons in education
11. Problematic behaviour of educatees in education and schooling,
12. Still insufficiently explored man
13. Alternative education
14. Different degrees of education and schooling
15. Learning as a pedagogic problem, education – the concept of human growing up, educational policy.

## Literature



Pranjić, M. (2001). *Pedagogija: suvremena stremljenja, naglasci, ostvarenja*, Hrvatski studiji Sveučilišta u Zagrebu

## Additional Literature



Gudjons, H. (1993). *Pedagogija: temeljna znanja*, Educa

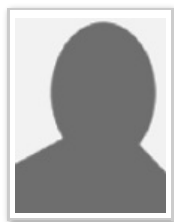
## Similar Courses

» Didaktika, Oxford

# Personality Psychology

57111

## Lecturer



Josip Burušić,  
prof. dr. sc.

## Course Description

The aim of the course is to familiarize students with the most important areas and topics of personality psychology, and enable them to establish their future professional work with individuals and groups on scientific knowledge in the psychology of personality so that they are able to integrate knowledge from different parts of psychology that relate to the area of the personality of the individual.

A further objective of the subject is reflected in the development of student competencies analysing, explaining and understanding human behaviour through the most important concepts and findings of personality psychology.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List and describe different approaches to the study of particular phenomena within the personality.
2. Define different approaches to the study of particular phenomena within the personality.
3. List and describe contemporary research insights on specific phenomena that under consideration within the psychology of personality.
4. Analyze individual phenomena and establish their interrelatedness
5. Analyze human experience and behavior in terms of the most important concepts of personality psychology.
6. Explain and understand human experience and behavior in terms of the most important concepts of personality psychology.
7. Argue and publicly present their views on particular phenomena in personality psychology.
8. Assess critically certain insights of psychology of personality
9. Apply modern insights in their professional work
10. Develop an awareness of necessity for continued efforts to improve their knowledge in the field of personality psychology.

## Study Programme Learning Outcomes

### Psychology

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities

Evaluate different theories, paradigms and methodological approaches in

ECTS Credits	4.0
English Level	Lo
E-learning Level	L1
Study Hours	30 15

### Grading

The final student's grade is determined by the final exam. Provisional grade with which a student comes to the examination term is formed over the course of the subject in a way that a score is kept individual student activities. The maximum number of points that a student can achieve in certain activities is: Participation (arrivals + activities) 15 points (10 +5)  
Exam / colloquium 50 points  
Independent analysis of the activity in the form of research papers: 35 points  
The collected points are converted into a temporary assessment as follows: 51-60 points --- sufficient (2) 61-75 points --- good (3) 76-90 points --- very good (4) 91-100points --- excellent (5)

psychology when planning assessment and interventions with individuals, groups and organizations

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

## Forms of Teaching

- » Predavanja
  - » na
- » Seminar
  - » na

## Week by Week Schedule

1. What is a contemporary approach to personality?
2. Biological fundamentals of personality: evolutionary psychology of personality
3. Biological fundamentals of personality: behavioural genetics
4. Development and personality changes of an individual
5. Personality and emotions: Emotional intelligence
6. Social motivations
7. Goals
8. The concept of self
9. Self-respect
10. Private and public in human behaviour
11. Individual in interpersonal situations - self-revelation
12. Awareness of self
13. Self-presentation. Shyness
14. Social anxiety
15. Personal welfare

## Literature



*Burušić, J. (2008). Psihologija ličnosti, (skripta), Zagreb: Hrvatski studiji*



*Burušić, J. (2007). Samopredstavljanje: taktike i stilovi, Jastrebarsko: Naklada Slap*



*Pervin, L. A.; John, O. (ur.) (1999). Handbook of Personality. Theory and Research. (Poglavlja 1, 7, 9, 11, 12, 14, 19, 20, 21, 26, 28). New York/London: The Guilford Press*

## Similar Courses

- » Personality Psychology, Oxford

# Philosophical methodology

201535

## Lecturer



doc. dr. sc.  
Matija Mato  
Škerbić

## Course Description

Philosophy as a specific discipline complements the scientific analysis of reality with the synthesis of knowledge. The philosophical methodology makes it possible to draw well-founded conclusions and recognize the most general patterns characteristic of reality.

Thus, the basic intentions of this course are threefold.

On the one hand, to acquaint male and female students with general philosophical methods and their peculiarities, to train them to conduct independent scientific research through the application of research methods and procedures, as well as understanding and critical evaluation of existing research.

On the other hand, to acquaint students with the general principles and methods of scientific work in the form of preparing a thesis: with ways of shaping the purpose of research, research questions, hypotheses and variables.

Finally, students will be able to create a research plan independently, with respect for the dignity of the person, adherence to ethical norms, good academic customs and principles of scientific and research integrity such as responsible data management, respect for copyright, the obligation of originality of scholarly works and engaged mentoring.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Recognize the key features of philosophical and non-philosophical methodology.
2. Distinguish different philosophical methods and successfully apply them in independent philosophical work
3. Evaluate the similarities and differences of the philosophical method from the methods of special sciences
4. Explain the significance, role and peculiarities of philosophy compared to the related fields of art, religion, culture and special sciences and disciplines
5. Compare and evaluate philosophical and scientific methodology in the educational process.
6. Apply knowledge of philosophical methodology in the teaching process

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

ECTS Credits 4.0

English Level Lo

E-learning Level L1  
(10%)

Study Hours 30  
15

## Grading

Students should attend at least 12 teaching units. Obligations in the course include actively following classes and participating in discussions, writing and presenting a seminar paper on a chosen topic, and passing an oral exam.



- Formulate different arguments, possible contradictions and construct counterexamples
- Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking
- Create written and oral presentations of complex academic and non-academic content
- Explain the specifics of contemporary philosophical disciplines and their development
- Explain and evaluate different theoretical, methodological and practical concepts

### Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Seminarski rad [EN]
- 2 ECTS Usmeni ispit [EN]
- 4 ECTS

### Week by Week Schedule

1. Irony and Maieutics (Socrates)
2. Dialectics (Plato)
3. Analytics and Logic (Aristotle)
4. Eclecticism (Stoics)
5. Empirism and Induction (Bacon)
6. Methodical skepticism and Deduction (Descartes)
7. Hermeneutics (Vlačić Ilirik, Gadamer)
8. Criticism (Kant)
9. Dialectical Method (Fichte and Hegel)
10. Phenomenological Reduction (Husserl)
11. Verification and Falsification Method. Critical Rationalism (Carnap and Popper)
12. Critical Thinking (Dewey, Frankfurt School)
13. Language Games (Wittgenstein)
14. Interdisciplinarity
15. Methods in Philosophy - an Overview

### Literature



Aristotel (1965). *Organon*, Kultura, Beograd



D'Oro, Giuseppina; Overgaard, Søren (2017). *The Cambridge Companion to Philosophical Methodology*, Cambridge University Press



Descartes, René (2014). *Rasprava o metodi pravilnog upravljana umom i traženja istine u znanostima*, KruZak, Zagreb

### Similar Courses

- » Philosophical Methods, Oxford

# Philosophy and Culture: Croatia in the European Context

201781



## Lecturer



doc. dr. sc.  
Željka Metesi  
Deronjić

## Course Description

To introduce students with the basic characteristics of philosophy, its origins, cultural definitions and significance of spiritual and material life and identity of a nation. Insights into the key features and thinkers in the history of Croatian philosophy will show the interrelationship of Croatian philosophy with the whole western European thought and compatibility with the main trends in this opinion.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze main cultural and philosophical processes of European culture
2. Distinguish the main determinants of European culture and elements of Croatian culture that belong to the whole
3. Analyze key contributions Croatian philosophy and culture in creating a European cultural space.
4. Argue most belonging Croatian philosopher European spiritual and cultural tradition
5. Identify the main influences of European cultures on Croatian culture
6. Describe the main tendencies in the modern understanding of Europe

## Study Programme Learning Outcomes

Dual-major studies

Croatology

Describe and classify the legacy of other cultures within Croatia

Recognize and argue the influence of religion and philosophy on Croatian culture

Croatology

## General Competencies

Understanding the possibility of interpreting the relationship between philosophy and culture. Arguments to explain the correlation Croatian philosophical and cultural heritage with European.

ECTS Credits 3,0

English Level L1

E-learning Level L1

Study Hours 15

15

## Grading

Students will be monitored through the presentation of seminar papers related to the subject matter as agreed with the teacher. Evaluate the will to continue their participation in the activity in the discussions and mastery of recommended literature.



## Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

## Week by Week Schedule

1. Philosophy and nation.
2. Cultural-historical characteristics of Philosophy.
3. Philosophy towards other social sciences and humanities.
4. Culture and Theories of Culture.
5. Development of the concept of Europe from the Middle Ages to today
6. Basic characteristics of Croatian towards other European cultures.
7. Ecclesiastical orders and the development of Croatian culture.
8. The role of Italian and other universities in the education of croatian humanist
9. Marulić and his reception in Europe.
10. Ivan Stojković and ecumenical Europe
11. Nikola Modruški and Croatian "Antiturcica"
12. Renaissance schooling and academies.
13. Reflection about Mediterranean town - Petris and Gozze
14. Stjepan Zimmerman and moral values of Europe
15. National institutions and their importance to the culture

## Literature



Kruno Krstić (1968). *Počeci filozofije u Hrvatskoj*, Prilozi za istraživanje hrvatske filozofske baštine, 1-2 (1975), 11-20.



Albert Bazala (1937). *O ideji nacionalne filozofije*, Alma mater Croatica I, 1 (1937)



Franjo Zenko (1984). *Filozofijska tradicija i pojava tiskane knjige u Hrvata*, Prilozi za istraživanje hrvatske filozofske baštine, IFZ 19-20 (1984): 15-24.



Hans Georg Gadamer (1997). *Nasljeđe Europe*, Matica hrvatska, Zagreb



D. Pejović (1992). *Otvorenost hrvatske kulture, u: Duh i sloboda. Ogledi i rasprave*, HFD, Zagreb, 1992: 161-172.

## Additional Literature



Ljerka Schiffler (2004). *VETERA ET NOVA: Povijest filozofije kao povijest pitanja*, HFD

## Similar Courses

- » Hrvatska književnost u europskome kontekstu, Oxford

# Philosophy of communication

201678

## Lecturer



izv. prof. dr. sc.  
Ivana Greguric

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	15

## Course Description

The aim of the course is to reflect philosophically on the communication process and to acquaint students with the main concepts related to media communication, the basic terms, structure and function of the modern media system and the basic settings of mass media (radio, television, print, internet), media content (violence, advertising, media stereotypes), media habits (what and how much we watch and why), media influences (harmfulness of some content, eg violence and advertising); social role and responsibility of mass media, changes in mass communication under the influence of new technologies.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define different forms and types of communication
2. Point out the common elements of all forms of communication
3. Describe the basic theoretical models of the communication process and highlight their advantages and disadvantages.
4. Show the evolutionary conditions of the origin and development of human communication.
5. Analyze the most important social, technological and ethical aspects of the communication and information revolution and the emergence of a networked society.
6. Compare the main claims of selected texts from the theory of communication

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

- Analyze main problems of contemporary philosophical disciplines
- Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking
- Create written and oral presentations of complex academic and non-academic content
- Explain and evaluate different theoretical, methodological and practical concepts
- Develop and evaluate one's own work and progress in learning, understanding and explaining various philosophical problems

Communication Studies

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Seminarski rad [EN]
- 3 ECTS

## Week by Week Schedule

1. Introduction to the philosophy of communication - definition of basic terminology, problem motives and key concepts.
2. Historical development of media communication and models of media communication
3. Communication of contemporary culture; analysis of advertising as cultural communication through the media.
4. Development of mass media and their social role
5. Hermann Schmitz's concept of bodily communication
6. Philosophy of communication - man as a communicative being
7. Digital dementia - excessive use of digital technology
8. Media power and media control - formation of public opinion through the media
9. Professional reporting standards and reporting skills
10. Audience and media industry – development of the concept of the public; audience division
11. Mass media as part of the consumer culture industry - the concept of "media addiction"; contemporary consumer practices and information and communication media technologies
12. Internet cultures - the effects of Internet culture on society
13. New technologies and media - new opportunities and threats in the age of the Internet; Internet and democracy; censorship and freedom.
14. Social networks and contemporary identities formed through media consumption practices
15. Virtual reality - technology of the future communication

## Literature



Inglis F. (1997). *Teorija medija*, AGM, Zagreb



Habermas, J. (1984). *Teorija komunikativnog djelovanja*, Sarajevo

## Additional Literature



Malović, S. (2005). *Osnove novinarstva*, Golden marketing – Tehnička knjiga, Zagreb



Kellner, D. (1995). *Medijska kultura*, Clio, Beograd



DeFleur M.L., Ball-Rokeach S. (1982). *Theories of Mass Communication*, Longman Inc



Briggs, A., Burke, P. (2011). *Socijalna povijest medija. Od Gutenberga do interneta.*, Zagreb: Naklada Pelago

## Similar Courses

- » Philosophy of communication, Oxford



# Philosophy of Education

61957



## Lecturer



doc. dr. sc.  
Matija Mato  
Škerbić

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 15

15

## Grading

Success of the students in the final written exam, active participation in classes, and seminar paper are evaluated.

## Course Description

Introduce to students the philosophical considerations of education. Clearly differentiate between the philosophy of education and other philosophical disciplines and pedagogy alike. Point to the educational activity as an integral part of the human being. Discuss the most significant philosophical works dealing with education.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the basic concepts of Philosophy of education
2. Estimate and solve moral and ethical dilemmas they will face when teaching
3. Compare the main currents of thought in the philosophy of education
4. Compare and critically assess the main representatives of the philosophy of education (Plato, Rousseau, Dewey, Herbart)
5. Apply the principles of the ethics of teaching in the classroom
6. Describe the rights of children

## Study Programme Learning Outcomes

### Croatian Latinity

defend personal scientific insights and positions in concrete cases rationally and by providing valid arguments

### Generic competencies

impartially make and evaluate arguments for and against opposed positions  
consider and evaluate the validity of diverse theoretical and practical proposals.  
taking into account specific characteristics of various areas of life and work environments

### Dual-major studies

### Philosophy

Create written and oral presentations of complex academic and non-academic content

Explain and evaluate different theoretical, methodological and practical concepts

Encourage the development of professional and scientific excellence and integrity and determine the need for lifelong learning and professional development

Promote fundamental ideas and principles of modern democratic societies

Conduct simpler scientific research independently and under guidance

## General Competencies

This course as a part of the teacher education process will make students capable of

- correctly interpreting relevant educational issues and
- apply theoretical insights to practical purposes.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 3 ECTS

## Forms of Teaching

- » Predavanja
  - » Every week one lesson is a lecture except at the middle and at the end of semester when student are writing colloquium.
- » Seminar
  - » Every week one lesson is a seminar except at the middle and at the end of semester when student are writing colloquium.

## Week by Week Schedule

1. Introductory lecture
2. D. C. Phillips, Philosophy of Education (SEP)
3. Josip Marinković, Pitanja filozofije odgoja / Etika i pedagogija x2 (the issues of the philosophy of education/ethics and pedagogy)
4. Stjepan Matičević, Pedagogijski akt i odgajateljsko zvanje (pedagogical act and the calling of the educator)
5. C. D. C. Reeve, The Socratic Movement
6. P. Riley & Jennifer Welchman, Rousseau, Dewey, and Democracy
7. John Darling & Sven Erik Nordenbo, Progressivism
8. Kenneth A. Strike, The Ethics of Teaching
9. Continuous assessment exam
10. Peter J. Markie, The Professor-Student Relationship and the Regulation of Student Life
11. Z. Kodelja, Justice in education: two examples
12. Sharon Bailin & Harvey Siegel, Critical Thinking
13. J. Dunne & S. Pendlebury, Practical Reason
14. David Archard, Sex Education
15. Andrew Davies & Kevin Williams, Epistemology and Curriculum

## Literature



Murphy, M. Madona (2006). *The History and Philosophy of Education. Voices of Educational Pioneers*, Pearson Education, Inc.



*Profesorova predavanja koja svake godine donose novine s područja*

## Similar Courses

- » Filozofija odgoja, Oxford

# Philosophy of Game and Sports

187914



## Lecturer



doc. dr. sc.  
Matija Mato  
Škerbić

## Course Description

Course objectives:

- to get acquainted with the philosophy of sport and play, two related cultural phenomena of human society
- to analyze the central challenges in philosophically thematizing and conceptualizing sports and games from ancient times to modern times
- to discuss some of the basic problems of sports and games such as homo ludens, ethos of sport, rules of the game and their implementation, competition, doping, paternalism, fair play, Olympism.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify key issues and contributions of the philosophy of sport and play
2. Identify and consider moral problems in sport and as general moral problems
3. Recognize the importance of moral and sport education in the building of human character, the acquisition and exercise of virtues and orientation in morally dubious situations
4. Identify and list key authors and works of the philosophy of sports and play
5. Define and describe the basic concepts: sport, play, playing, ethos of sport, fair play, Olympism
6. Analyze and independently read the original texts of the philosophy of sport
7. Compare and evaluate opposing perspectives on particular sports issues

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

- Analyze main problems of contemporary philosophical disciplines
- Formulate different arguments, possible contradictions and construct counterexamples
- Create written and oral presentations of complex academic and non-academic content
- Explain the specifics of contemporary philosophical disciplines and their development
- Develop and evaluate one's own work and progress in learning, understanding and explaining various philosophical problems

ECTS Credits 3.0

English Level Lo

E-learning Level L1 (15%)

Study Hours  
15  
15

### Grading

The final grade is a combination of grades from seminar work, oral examination and assessment of the quality of participation during the classes.

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 0 ECTS Referat [EN]
- 1 ECTS Seminarski rad [EN]
- 1 ECTS Usmeni ispit [EN]
- 3 ECTS

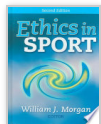
## Week by Week Schedule

1. Introductory lecture
2. Defining and delimiting basic notions - sports, play, play
3. Introduction to the Philosophy of Sport - Metaphysics, Epistemology, Aesthetics, Philosophy of Education, Bioethics
4. The Ancient Roots of the Philosophy of Sport - Plato, Aristotle
5. Ancient and Modern Olympism - Pierre de Coubertain
6. Sports and History of Philosophy - Descartes, Jaspers, Sartre, Rawls
7. Sports and Game - Fink and Wittgenstein
8. Man as Homo ludens - Huizinga and Suits
9. Competitive character of sport
10. Ethics of Sport
11. Cardinal virtues in sport
12. Sports and human limits - challenges and problems of using doping and genetics
13. Gender issues in Sports
14. Formalism, internalism and conventionalism
15. Ethos of sport, fair play and sporting honesty

## Literature



Mike McNamee, William J. Morgan (2015). *Routledge Handbook of the Philosophy of Sport*, Routledge



William John Morgan (2007). *Ethics in Sport, Human Kinetics*

## Similar Courses

- » Philosophy of Sport, Oxford



# Philosophy of Myth and Religion

187904

## Lecturer



prof. dr. sc.  
Ivo Džinić

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	15

## Course Description

The aim of this course is to introduce to myth as an indispensable phenomenon of human culture and one of the oldest forms of religious expression. The complexity of this phenomenon is evidenced by the fact that different sciences, as well as philosophy itself, often speak of completely different things when talking about it. Therefore, learning about different ways of understanding myth as a particular cultural phenomenon and interpreting it is an important subject of this course. Students want to become acquainted with the ways and methods of dealing with religion in a strictly philosophical way, as well as pointing out what the goal of philosophy of religion is, that is, an attempt to give a philosophical answer to the phenomenon of religion itself, to its function and the meaning attached to it in human life, as well as questions about the possibility of proof of God's existence.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the basic labels of myth as a particular cultural phenomenon
2. Distinguish between different methods and approaches in the interpretation of myth
3. Explain the significance of the myth and its impact to this day
4. Distinguish between forms of cognitive approach to religion (philosophical and theological approaches)
5. Apply methods of strictly philosophical dealing with the phenomenon of religion
6. Distinguish and explain the different ways and types of possible evidence of God's (non) existence

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

## Screening of student's work

- 0.5 ECTS Pohadanje nastave [EN]
- 1 ECTS Seminarski rad [EN]
- 1.5 ECTS Usmeni ispit [EN]
- 3 ECTS

## Week by Week Schedule

1. Introductory lecture: explaining of terms such as myth, mythology, religion and religiosity, God and divinity.
2. Sacred and profane: religion and faith - myth - superstition - experience of the transcendent in general.  
SEMINAR: reading and interpreting of relevant texts
3. Approaches to myth: recognition of myth, mythic understanding of world and analysis of myths.  
SEMINAR: reading and interpretation of a relevant texts.
4. The beginnings of philosophy: from mythos to logos. Philosophy as a critique of mythology and the development of scientific thinking.  
SEMINAR: reading and interpretation of relevant texts.
5. Mythical thinking: myth as a potential religion, the functioning of myths, the internal structure of myth. Myth and culture.  
SEMINAR: reading and interpretation of relevant texts.
6. Philosophy of mythology: conditions of philosophy, determinants and representatives of adjudication and apology of mythology. The consequences of the two approaches.  
SEMINAR: reading and interpretation of relevant texts.
  
7. Cassirer's philosophy of myth: philosophical theory of culture as a background for myth exploration, myth as a basic symbolic form, and the meaning of myth for human consciousness.  
SEMINAR: reading and interpretation of relevant texts.
8. B. Malinowski's myth theory: functionalist myth theory, the purpose of myth in a particular culture. Myth and Rite.  
SEMINAR: reading and interpretation of relevant texts.
9. Philosophy and political myths: the role of myth in the social context, the task of philosophy in relation to political myth. Some challenges of Cassirer's concept of political myth analysis.  
SEMINAR: reading and interpretation of relevant texts.
  
10. Philosophy of religion: the cognitive context of discourse on transcendence, the postulations of God in philosophy.  
SEMINAR: reading and interpretation of relevant texts.
11. Philosophical notion of God and religious belief. Religious philosophy and critique of religion.  
SEMINAR: reading and interpretation of relevant texts.
  
12. Philosophical approaches to the definition of religion. The meaning of talking about God: the evidence of God and their critique.  
SEMINAR: reading and interpretation of relevant texts.
  
13. The fundamental questions of Theodicea: God and the problem of evil, answers on the problem of evil and critically reflect on such attempts.  
SEMINAR: reading and interpretation of relevant texts.
14. Philosophy of myth and religion among Croatian philosophers and scientists. Critique of religion and dialogue with the religious.  
SEMINAR: reading and interpretation of relevant texts.
  
15. Final lecture: highlighting essential points from the fundamental issues of the philosophy of myth and religion, and encouraging further reflection in the spirit of openness and cooperation.

## Literature



Ernst Cassirer (1978). *Ogled o čovjeku. Uvod u filozofiju ljudske prirode*, Naprijed



Brian Davies (1998). *Uvod u filozofiju religije*, Hrvatski studiji

## Additional Literature



Milivoj Solar (2008). *Edipova braća i sinovi*, Golden Marketing



Peter Fischer (2010). *Filozofija religije*, Naklada Breza

## Similar Courses

- » Filozofija religije, Oxford
- » Filozofija o Bogu (Teodiceja), Oxford

# Political and Legal Philosophy

228388

## Lecturer



prof. dr. sc.  
Pavo Barišić

## Course Description

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the basic concepts of political and legal philosophy.
2. Describe and interpret the theory and direction of development of political and legal philosophy.
3. Analyze and interpret classical and contemporary texts from the field of philosophy of law and politics.
4. Argue in discussions related to the political and legal structure of society.
5. Analyze the evaluation of positions and arguments.
6. Develop the ability to think independently about the presented ideas.

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Formulate different arguments, possible contradictions and construct counterexamples

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Explain and evaluate different theoretical, methodological and practical concepts

Promote fundamental ideas and principles of modern democratic societies

Communication Studies

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

1.5 ECTS Usmeni ispit [EN]

0.5 ECTS Praktični rad [EN]

0.5 ECTS Essay

3 ECTS

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Grading

Attending lectures,  
Participation in discussions,  
Writing an essay on work from  
the list of mandatory literature,  
Oral exam.



## Week by Week Schedule

1. Introduction to political philosophy, basic terms, topics and questions.
2. Main divisions of legal philosophy and theory of natural law.
3. Determination and justification of the state and other forms of the political and legal community.
4. Plato's foundation of legal and political philosophy.
5. Aristotle's practical philosophy based on the connection between ethics and politics.
6. Division and cyclical theories of state constitutions, changes and causes of coups, right to resistance.
7. The reception of Roman law, the foundations of the modern legal state, and human rights.
8. Machiavellianism, truth, appearance, and success in politics, qualities of rulers, and civic virtues.
9. Kant's metaphysical beginnings of legal science, the contract theory of society, the rule of law, and the idea of eternal peace.
10. Hegel's abstract law, criticism of the state of nature, and contract theory, basing the state on the concept of moral order and freedom.
11. The mind theory of law from Kant to Dworkin and the integrative theory of law.
12. Legal positivism, legal realism and directions of recent philosophy of law.
13. Republicanism and liberal theories of the state and law.
14. Truth in politics from the perspective of Hannah Arendt and the sources of totalitarian ideology.
15. Deliberative and cosmopolitan democracy.

## Literature



Platon (1990). *Zakoni*, Beogradski izdavačko-grafički zavod



Aristotel (1992). *Politika*, Hrvatska sveučilišna naklada



Immanuel Kant (1999). *Metafizika čudoređa*, Matica hrvatska



Georg Wilhelm Friedrich Hegel (1989). *Osnovne crte filozofije prava*, "Veselin Masleša"



Ronald M. Dworkin, Miomir Matulović (2003). *Shvaćanje pravâ ozbiljno*, Kruzak



Hannah Arendt (1991). *Vita activa*, August Cesarec

# Political Sociology

227720



## Course Description

To acquaint students with basic concepts of political sociology and to provide tools for sociological analysis of contemporary political phenomena. Since politics is part of social reality and includes both structural and everyday aspects of life, it should be approached comprehensively, taking into account the wide paradigmatic distribution (sometimes even mutual exclusivity) of the sociological tradition. In this sense, this course presents both classic and contemporary sociological insights into the political system, which includes theoretical concepts, but also empirical results about the phenomenon of politics in society. A special focus of this course is the political system and its appearance within the framework of Croatian society. The emergence of politics and political action in Croatian society will be considered in the local, national, European and global context.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Recognize the intertwining of politics and everyday life.
2. State basic sociological theories about politics and political action.
3. Describe sociological-theoretical approaches to the phenomenon of politics.
4. Explain the global, European, national and local social context of political action.
5. Apply theoretical knowledge to the analysis of the relationship between politics and Croatian society.
6. Analyze the social dimensions of the establishment of political preferences in the Republic of Croatia.
7. Relate different sociological theories in the analysis of the Croatian political context.
8. Interpret the results of political elections in the Republic of Croatia with regard to the socio-demographic and socio-economic characteristics of voters.

## Study Programme Learning Outcomes

### Sociology

Evaluate social impact of social changes in society

Interpret certain social processes using knowledge of sociological theories

Compare different theoretical traditions in sociology

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

## Week by Week Schedule

1. What is political sociology (definition of special sociology and basic terms)
2. Paradigmatic approaches within the framework of political sociology (critical theories, functionalism, interactionism)
3. Social trust and politics
4. Political ideologies and society (Althusser, Žižek, Mannheim)
5. Nation state and global society

ECTS Credits 3.0

English Level L1

E-learning Level L1 (1%)

Study Hours

15

15

### Grading

Regular attendance of classes (75% attendance), monitoring of classes and seminars, active participation in seminar discussions, preparation of own seminar paper and presentation, completion of independent tasks, oral examination



6. Totalitarianism, authoritarianism, democracy - modernity and postmodernity (Giddens, Beck, Baumann)
7. Elites and politics in a global context (Foucault, Mills, Pareto)
8. Elites and politics in the Croatian social context (Županov, Rogić, Veljak)
9. Dispositions and politics (Pierre Bourdieu)
10. Political socialization
11. Politics and everyday life
12. Local politics in Croatian society
13. National politics and Croatian society
14. European policies and Croatian society
15. Politics and society of post-truth

## Literature



Ravlić, S. (2003). *Suvremene političke ideologije*, Zagreb: Politička kultura.



Petrić, M., Tomić-Koludrović, I., Zdravković, Ž., Cvetičanin, P. i Leguina, A. (2022). *Klasa u suvremenom hrvatskom društvu: postbourdieuovska analiza*, Sociologija i prostor, 60 (1 (223))



Jović, L., Brezovec, E. i Sršen, A. (2019). *Lokalna politika u Republici Hrvatskoj i doba refleksivne modernosti: primjer lokalnih izbora 2017. godine u gradu Zaprešiću*, Suvremene teme, 10 (1)



Weber, M. (2013). *Vlast i politika*, Jesenski i turk



Jović, L., Brezovec, E. i Balabanić, I. (2021). *Politička socijalizacija studenata Sveučilišta u Zagrebu: povezanost studentskih i roditeljskih političkih orijentacija*, Media, culture and public relations, 12 (1)



Mills, C. W. (1957). *The Power Elite*, New York: Oxford University Press.



Beck, U. (1994). *The Reinvention of Politics: Towards a Theory of Reflexive Modernization*, in Ulrich Beck, Anthony Giddens, and Scott Lash „Reflexive Modernization: Politics, Tradition and Aesthetics in the Modern Social Order“, Stanford: Stanford University Press.



Hobsbawm, E. (1996). *The Age of Revolution*, New York: Vintage Books



Bourdieu, P. (2015). *On the State*, Polity



Brubaker, R. (1996). *Nationalism Reframed*, Cambridge: Cambridge University Press



Pareto, V. (2017). *Kruženje elita: Primena socioloških teorija.*, MEDITERRAN PUBLISHING

## Additional Literature



Duverger, M. (2001). *Politička sociologija*, Zagreb: PanLiber



Held, D. (1990). *Modeli demokracije*, Zagreb: Školska knjiga



Bobbio, N. (1992). *Liberalizam i demokracija*, Zagreb: Novi liber



Mannheim, K. (2007). *Ideologija i utopija*, Jesenski i turk



Gramsci, A. (2003). *Selections from the Prison Notebooks*, New York: International Publishers



Castells, M. (2012). *Networks of Outrage and Hope: Social Movements in the Internet Age*, Cambridge: Polity Press



Foucault, M. (1994). *Nadzor i kazna: rađanje zatvora*, Zagreb : Informator : Fakultet političkih znanosti



Brezovec, E. (2019). *Fenomenologija odnosa nacionalnoga i kulturnoga identiteta u hrvatskom društvu*, Filozofska istraživanja, 39 (2)



Perkov, I. i Brezovec, E. (2018). *Epistemološki potencijal fenomenologije u otkrivanju ideoloških aspekata društvenoga života*, Kroatologija, 9 (1-2)

## Similar Courses

» Sociology and Politics, Oxford



# Population and Financial System

253115

## Lecturer



prof. dr. sc.  
Anđelko Akrap

## Course Description

The aim of this course is to develop a deeper understanding of the fundamentals, functions, market position and instrument of financial markets and institutions. Particular accent of this course is on the role households in financial system, as well as, impact of demographic changes, financial exclusion and specific characteristic of retail products and services of financial institutions and markets. Students are learning theory, key skills and knowledge in business conduct of financial institutions and financial markets. Students are accepting expert knowledge for understanding and creating financial products and services of banks and institutional investors, especially for households sector. Financial sector is analysed in the context of contemporary market, technological and demographic changes to which it is exposed to. The course is also dealing with the topics such as financial crisis, consumer protection in financial services and challenges of ageing society for financial sector.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain functioning of financial sector in order to evaluate conditions in financial sector and to make financial decisions
2. Explain surroundings and events in financial sector and make savings and investment decisions.
3. Explain functioning of financial markets from the perspective of service provider as well as consumer.
4. Explain system, procedures and instruments of payment system
5. Evaluate and analyse Croatian financial and banking sector.
6. Explain changes in contemporary financial sector and challenges of aging society to business conduct of financial institutions and markets
7. Explain impact of financial sector on financial exclusion, financial crisis and the importance of adequate consumer protection.

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

Demonstrate the ability for scientific conceptualization of the topic and write and present scientific papers.

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop knowledge about the demographic conditionality of the overall development and demonstrate its importance for Croatia by understanding the emigrant potential.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

### Teaching Assistant

dr. sc. Darko Karić, pred.

### Grading

Fieldwork will be conducted in a form expert lectures and visits to Croatian National Bank and/or some other financial institution.

Interpret data on Croatian and global population and emigration

Dual-major studies

### Screening of student's work

0.5 ECTS	Pohadanje nastave [EN]
0.5 ECTS	Kolokviji [EN]
0.5 ECTS	Pismeni ispit [EN]
0.5 ECTS	Referat [EN]
0.5 ECTS	Seminarski rad [EN]
0.5 ECTS	Projekt [EN]
<hr/>	
3 ECTS	

### Week by Week Schedule

1. Introduction. Basic information about the course. Syllabus. Instructions about exam and conduct of seminar classes.
2. Financial system. Direct financing and financial intermediation. Supply and demand on financial market. Regulation in financial sector.
3. Financial assets and financial instruments. Structure of sources of funds and assets of institutional sectors. Analysis of the structure of assets and liabilities of households. Croatian emigration and sources of financing of Croatian financial sector.
4. Definition and structure of financial institutions. Categorisation of financial institutions. Types of financial institutions. Central banking – characteristics and functions.
5. Banks - definition and explanation. Traditional and modern full-service bank. Traditional banking activities. Comparative analysis of banking markets.
6. Nonbank Financial Institutions. Savings depository institutions. Insurance companies and pension funds. Mutual Fund Industry. Finance companies. Government sponsored enterprises.
7. Financial Markets – explanation, structure and economic functions. Primary and secondary market. Stock Exchange and Over – the – counter (OTC) market. Money Markets and Capital Market. Foreign Exchange Market. Special characteristics of Mortgage markets. Government debt market.
8. Individual investors' investment process. Investors' preferences and risk tolerance. Investors' life cycle. First Midterm.
9. Financial exclusion. Impact of demographic changes on financial system. Pension system reform. Private financing of health care. Financing of long-term care.
10. Croatian financial system. Development, characteristics and structure of Croatian financial system. Banking and non-banking financial institutions. Financial markets. Comparison with developed financial systems.
11. Retail banking products. Loans and deposit activities. Non-interest activities.
12. Domestic and international payment system. System, types and payment instruments. EU payment system.
13. Financial products of voluntary pension savings. Types of personal insurance products. Annuities and reverse mortgage.
14. Consumer protection in financial sector. Deposits guarantee schemes and other guarantee schemes in financial sector. Causes and the impact of financial crisis.
15. Final lecture. Exam and second Midterm.

## Literature



Leko, V., Stojanović, A.  
(2019). *Financijske institucije  
i tržišta*, Ekonomski fakultet,  
Zagreb



Mishkin, F.S., Eakins, S.G.  
(2005). *Financijska tržišta +  
institucije*, MATE, Zagreb



Saunders, A., Cornett, M.M.  
(2006). *Financijska tržišta i  
institucije*, Masmedia, Zagreb

# Population, Migrations, and National Security

253140



## Lecturer



doc. dr. sc.  
Monika  
Komušanac

## Course Description

To develop students' knowledge of the subject of consideration within the framework of the theoretical understanding of population and migration as

national security issues

Train students to differentiate and understand the meaning of adjacent scientific areas, fields, branches and disciplines, as well as multidisciplinary

subject interest

To acquaint students with the meaning of migration in spatial processes, relationships and security issues

Train students in discovering, recognizing and defining migration and security terms, categories and legality

To train students for independent scientific research related to the relationship between migration and national security

Train students to apply standard and special methods and techniques in migration and national security research

To explain to students the specifics of branch methodologies and spatial, social and security reflections of population and migration

To acquaint students with the development of the global and Croatian migration space and security in them

To develop students' application of migration and security projection methods and spatial models

To explain to the students the conditionality of migration on the security of the Croatian and global geographical space and society

Train students to understand, clarify and predict future migration and security issues, movements,

conditioning and consequences

To develop students' awareness of the threat to fundamental national systems in society and space caused by migration

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours

30

30

Teaching Assistant

dr. sc. Joško Badžim

Grading

Regular attendance at classes, passed colloquium, discussion in class and independent preparation of a research assignment.



## Learning Outcomes

On successful completion of the course, students will be able to:

1. Develop students' knowledge of the subject of consideration within the framework of the theoretical understanding of population and migration as a national security issue
2. Distinguish the meaning of adjacent scientific areas, fields, branches and disciplines and the multidisciplinary of the subject interest
3. Develop students' awareness of the threat to fundamental national systems in society and space caused by migration
4. Explain the specifics of branch methodologies and spatial, social and security reflections of population and migration
5. Explain migration's conditioning on the security of the Croatian and global geographical space and society
6. Develop the ability to apply migration and security projection methods and spatial models

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

Demonstrate the ability for scientific conceptualization of the topic and write and present scientific papers.

Illustrate the need for scientific studies on demographic and immigration issues

Use statistical, quantitative, graphic and geographic software packages

Explain the gravity of the problem of today's level of demographic negativity and emigrants' separation from their home country

Propose political and legal solutions based on scientific research of demographic and emigrant content

Carry out analytical and scientific procedures of forecasting and modeling the future

Develop cognitive and operational skills for conducting research essential for development concepts and homeland security

### Dual-major studies

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

4 ECTS

## Week by Week Schedule

1. 1. Geographical, demographic and security migration theoretical concept
2. 2. Scientific divisions and approaches and the position of geopolitics and demography in the scientific system
3. 3. Spatial factors in repeated migrations
4. 4. Space as the primary cause of modern wars and wars throughout history
5. 5. Global migration and national security
6. 6. Regional migrations and national security
7. 7. Basic causes and security consequences of population relocation
8. 8. The primary conditioning of migration on national security.
9. 9. Geostrategic and geopolitical relations

10. 10. Space, population, borders, migration, national security
11. 11. New national migration and security strategies
12. 12. Space as the basis of identity and migration as a security threat
13. 13. Geopolitical and geostrategic significance of migration for national security
14. 14. Global systems, security frameworks and spatial mobility
15. 15. Croatia's migration future and national security

## Literature



Bourbeau, P. (2017). *Handbook on Migration and Security*, Edward Elgar Pub



Cvrtila, V. (2004). *Politička geografija i geopolitika*, Fakultet političkih znanosti



Guild, E. (2009). *Security and Migration in the 21st Century*, Polity Press

## Additional Literature



Bello, V. (2017). *International Migration and International Security: Why Prejudice Is a Global Security Threat*, Routledge



Šterc, S. (2015). *Geografski i demogeografski identitet*, Sveučilišna tiskara, Zagreb



Šterc, S. Komušanac, M. (2014). *Prostor kao temelj identiteta u nadgradnji*, Mostariensia



Šterc, S.; Brekalo, M. (2016). *Imigracija stanovništva- utopijska (sigurnosna) varijanta demografske revitalizacije Europe, Identitetikulture-jezici, Europa u mijeni: progon i egzodus kao univerzalni problem*



Weiner, M., Russell, S.S. (2001). *Demography and National Security*, Berghahn Books

# Population of Europe

238025



## Course Description

ECTS Credits 3.0

English Level Lo

## Study Programme Learning Outcomes

E-learning Level L1

Demography and Croatian Diaspora

Study Hours 30

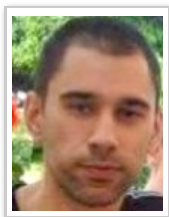
Dual-major studies

# Post-Renaissance Latinity Genres

144810



## Lecturer



prof. dr. sc.  
Šime Demo

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours

30

15

15

## Grading

The work of students is followed during the entire semester by keeping track of their week assignments and two collovuiew, and the grade is defined at the final written exam.

## Course Description

Student will get familiar with literary genres of European and Croatian Neo-Latin post-Renaissance literature, together with their representatives.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List literary and non-literary genres of Croatian Neo-Latin.
2. Evaluate individual work and give a synthetical assesment of it.
3. Write a commentary of a work (or its segment).
4. Explain ancient, Christian and other reminiscences in Neo-Latin works.
5. Write an exact translation of a text
6. List biographical data about authors

## Study Programme Learning Outcomes

### Croatian Latinity

#### Generic competencies

apply different methods to explain. comment and interpret all literary scientific works written in Latin or Croatian language

identify and interpret common theoretical starting points of different linguistic and other disciplines as well as literary science

independently conduct scientific research in the areas of medieval and modern Latinity and write scientific papers in these domains in a clear and organised manner

use the professional terminology accepted in fields and professions of contemporary linguistics and science of literature

#### Specific competencies

in interpreting and processing of texts integrate critical models of thinking characteristic for various literary and linguistic disciplines into a comprehensive ability of philological thinking

## General Competencies

List literary and non-literary genres of Croatian Neo-Latin. Write a commentary of a work (or its segment).



## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 3 ECTS Kolokviji [EN]
- 1 ECTS Seminarski rad [EN]
- 1 ECTS Usmeni ispit [EN]
- 6 ECTS

## Forms of Teaching

- » Predavanja
  - » Lecture
- » Seminar
  - » Seminar
- » Vježbe iz stranog jezika
  - » Exercises

## Week by Week Schedule

1. Introductory lesson. Instructions to the students and giving the seminary paper tasks.
2. Dominant genres of Neo-Latin post-renaissance literature.
3. Ecclesiastical epistle: Leo XIII, *Rerum novarum* (I)
4. Leo XIII, *Rerum novarum* (II)
5. Didactic epic: Ruđer Bošković, *De Solis ac Lunae defectibus* (I)
6. Ruđer Bošković, *De Solis ac Lunae defectibus* (II)
7. Colloquium
8. Historical epics: Josip Čobarnić, *Diocleas* (I)
9. Josip Čobarnić, *Diocleas* (II)
10. Translation from Croatian to Latin: Đuro Ferić, *Uxor a viro repudiata* (*Hasanaginica*) (I)
11. Đuro Ferić, *Uxor a viro repudiata* (*Hasanaginica*) (II)
12. Emblematic: Pavao Ritter Vitezović, *Anagrammaton liber*
13. Satyre: Džono Rastić, *Satyrae* (I)
14. Džono Rastić, *Satyrae* (II)
15. Final talk.

## Literature



D. Novaković (2003). *"Hrvatski latinizam u XVII. stoljeću"*, *Hrvatska i Europa. Kultura, znanost i umjetnost, sv. III (ur. I. Golub)*, 551-563., Pkolska knjiga, Zagreb



P. Knezović (2004). *"Pregled hrvatskog latiniteta od sabora u Cetingradu 1527. do sabora u Požunu 1790."* *Hrvatsko-mađarski odnosi 1102.-1918., 191-198.*, Hrvatski institut za povijest, Zagreb



Baro Bošković *Patriae desiderium*, <http://www.ffzg.unizg.hr/klafil/croala/>



Ruđer Bošković *De solis ac lunae defectibus*, <http://www.ffzg.unizg.hr/klafil/croala/>



Ignjat Đurđević *Christo Domino nato, idillium*, <http://www.ffzg.unizg.hr/klafil/croala/>

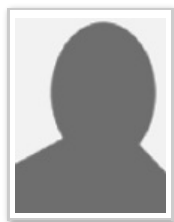
**Similar Courses**

- » Literature: Contexts and Approaches, 1550-1780, Oxford

# Practical Counselling and Helping Skills

173685

## Lecturer



doc. dr. sc.  
Jelena Maričić

## Course Description

Enable students to adequately provide psychological help to clients of different ages with different types of problems.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply competencies for working with people of different ages
2. Apply competencies for dealing with difficult issues and taboo themes
3. Apply competencies for working with people with different types of problems
4. Identify personal problems that could interfere with quality counseling work
5. Apply adequate strategies for self-care in the counselor role, with the aim of burnout prevention
6. Identify personal boundaries in ability to provide professional help to clients

## Study Programme Learning Outcomes

Psychology

## General Competencies

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Appraise the outcomes and consequences of personal practice, as well as the professional competences, knowledge and skills in accordance with the changes and the standards of the profession, as well as national and European regulations.

Assess the compliancy of psychological practice with the prescribed ethical principles of psychological practice in different fields of theoretical and applied psychology.

## Screening of student's work

0.7 ECTS Pohadanje nastave [EN]

0.8 ECTS Pismeni ispit [EN]

1.5 ECTS Praktični rad [EN]

3 ECTS

## Forms of Teaching

» Seminar

» Two hours of seminars per week

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

Class attendance - 20%;  
Frequency of participation in class - 20%; Quality of participation in class - 20% (an additional requirement for the highest grade); Short theoretical exam - 20% (additional requirements for higher grades);  
Written response to client's problem - 20% (additional requirements for higher grades).



## Week by Week Schedule

1. Fundamental concepts in the provision of psychological help
  - Personal ideas about providing psychological help, qualities necessary for proper psychological helping,
  - basic skills in the provision of psychological help (appropriate verbal and nonverbal communication, ensuring proper context)
2. Basic skills in the provision of psychological help (active listening)
3. Basic skills in the provision of psychological help (adequate course of conversation)
4. Basic skills in working with people from different age groups
  - The skills needed for working with adolescents
5. Basic skills in working with people from different age groups
  - The skills needed for working with middle-aged persons
6. Basic skills in working with people from different age groups
  - The skills needed for working with the elderly
7. Basic skills in working with clients with specific problems
  - The skills needed for working with clients with low self-esteem
8. Basic skills in working with clients with specific problems
  - The skills needed for working with clients with poor social skills, anxious clients (especially socially anxious)
9. Basic skills in working with clients with specific problems
  - The skills needed for working with grieving clients
10. Basic skills in working with clients with specific problems
  - The skills needed for working with depressed and suicidal clients
11. Basic skills in working with clients with specific problems
  - The skills needed for working with clients with the problem of anger
12. Basic skills in working with clients with specific problems
  - The skills needed for working with clients with recent traumatic experience and indirectly traumatized clients
13. Basic skills in working with clients with specific problems
  - The skills needed for working with clients with a (hidden) stigmatizing characteristic
14. Work on the development of coping strategies
15. Strategies to prevent burn-out, an oral evaluation of the course and conversation about impact of the course on the development of students individually

## Literature



*Obveznu literaturu čine letci vezani uz svaku temu, koje je na temelju literature oblikovala izvoditeljica kolegija*

## Additional Literature



Antony, M.M. i Rowa, K (2008). *Social anxiety disorder. Advances in psychotherapy ? evidence based practice.*, Hogrefe i Huber.



Arambašić. L. (2005). *Gubitak, tugovanje, podrška.*, Naklada Slap.



Blauner, S.R. (2005). *Kako sam preživjela dok me vlastiti mozak pokušavao ubiti? Osobni vodič za prevenciju samoubojstva.*, V.B.Z.



Corey, C. (2004). *Teorija i praksa psihološkog savjetovanja i psihoterapije.*, Naklada Slap.

### Similar Courses

- » Psihologija savjetovanja, Oxford
- » Psihoterapijski pravci, Oxford
- » Klinički intervju, Oxford

# Practical Exercises in the Methodology of Teaching [Croatian Language]

239806



## Lecturer



izv. prof. dr. sc.  
Davor Piskač

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours  
15  
30

## Teaching Assistant

Josip Periša, mag. educ. philol.  
croat.

## Grading

Students are valued for: regular attendance of classes participation in discussions and analysis of the lessons held preparation of teaching units held at least two teaching units design and organization of the workshop creation of several forms of written knowledge tests and questionnaires

## Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of Croatian language by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Write the operational teaching plan for a school year, sticking thereby to established didactic and methodological rules as well as to legal regulations.
2. Write a professional development plan.
3. Design written lesson plans
4. Plan in writing at least two lessons selected from an approved textbook
5. Design and teach at least two lessons selected from an approved textbook.
6. Design and hold a creative workshop on a selected topic.
7. Design a questionnaire for self-evaluation and evaluation of teachers.
8. Plan several forms of written exams

## Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Critically relate to mastered content and argue your conclusions in written and oral form

Describe, recognize and apply the fundamental stylistic features of the text

Croatology

History

Sociology

## General Competencies

The programme level outcomes of implementing relevant knowledge obtained in theoretical courses through practical training are:

interpret content in the sense of transposing data from one form to another  
 apply knowledge, experience, and skills in new situations,  
 analyse information (specific elements, relations between elements),  
 evaluate with the help of quantitative and qualitative criteria,  
 synthesize in the form of a personal report,  
 provide arguments for one's attitudes,  
 suggest new interpretations and even theories.

## Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks.

Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for croatian language, and individual Exam catalogues for croatian language for elementary and secondary schools.

Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature.

In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities).

The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan.

The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting.

Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for croatian language, and Exam questions catalogues.

The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.

2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
3. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

4. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
5. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
6. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
7. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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9. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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13. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
14. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

## Literature



*Nastavni plan i program iz Hrvatskoga jezika za osnovnu i srednju školu.*



*Hrvatski jezik- Ispitni katalog za državnu maturu u škol. god. 2010./2011. Ispitne knjižice za Hrvatski jezik-viša i osnovna razina za nacionalne ispite i državnu maturu*





*Katalog odobrenih udžbenika za  
određenu školsku godinu*

# Practical Exercises in the Methodology of Teaching

## [History]

144736



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SOC

SOC

TFA

### Lecturer



izv. prof. dr. sc.  
Rona Bušljeta  
Kardum

### Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of History by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Write the operational teaching plan for a school year, sticking thereby to established didactic and methodological rules as well as to legal regulations.
2. Write a professional development plan.
3. Design written lesson plans
4. Plan in writing at least two lessons selected from an approved textbook
5. Design and teach at least two lessons selected from an approved textbook.
6. Design and hold a creative workshop on a selected topic.
7. Design a questionnaire for self-evaluation and evaluation of teachers.
8. Plan several forms of written exams

### Study Programme Learning Outcomes

Dual-major studies

Croatology

History

History

Sociology

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

15

30

### Grading

Every student will be monitored individually as the groups are small (maximum 10 students). Monitoring the lesson plans, teaching performance, and written assignments will enable the insight into the student's obtainment of knowledge of theoretical bases of the courses from the pedagogy module, but also the command of professional subject-matter knowledge. The students will be able to apply the competences acquired on this course during obligatory attendance at observation/demonstration classes in elementary i.e. secondary schools.

## General Competencies

The programme level outcomes of implementing relevant knowledge obtained in theoretical courses through practical training are:

interpret content in the sense of transposing data from one form to another  
 apply knowledge, experience, and skills in new situations,  
 analyse information (specific elements, relations between elements),  
 evaluate with the help of quantitative and qualitative criteria,  
 synthesize in the form of a personal report,  
 provide arguments for one's attitudes,  
 suggest new interpretations and even theories.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Seminarski rad [EN]
- 2 ECTS Praktični rad [EN]
- 5 ECTS

## Forms of Teaching

- » Seminar
  - » The students are required to draw up in writing two lesson plans, a workshop plan, the operational teaching plan, the professional development plan, the class teaching plan, a parental meeting plan, several exam forms, and a questionnaire for evaluation.
- » Vježbe u praktikumu
  - » Teaching two lessons and holding a workshop.
- » Metodičke vježbe
  - » Teaching two lessons and holding a workshop.

## Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter professor's instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks.
2. Practical application of theoretical bases learned in the Teaching Methodology course during the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National curriculum framework, Teaching plan for elementary and/or secondary school, and individual Exam catalogues in case of secondary school.
3. Pointing out the importance of permanent professional development of teachers through designing the Professional Development Plan and reference to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature.
4. Practical application of the knowledge on planning and teaching lessons with the help of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
5. In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National curriculum framework have to thereby be accomplished (the field of social sciences and humanities).

6. Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans, Exam questions catalogues, and officially approved textbooks.
7. The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching.
8. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.
9. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.
10. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.
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14. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.
15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media.

### Literature



(2011). *Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje*, Ministarstvo znanosti, obrazovanja i športa RH



*Ispitni katalog iz povijesti*



*Katalog odobrenih udžbenika za određenu školsku godinu*

### Similar Courses

- » Nastavno-pedagoška praksa, Oxford

# Practical Exercises in the Methodology of Teaching [Latin Language and Literature]

144744



## Lecturer



prof. dr. sc.  
Šime Demo

ECTS Credits 5.0

English Level L1

E-learning Level L2  
(10%)

Study Hours 15  
30

## Grading

Students are regularly evaluated for attending lectures and participating in debates (1 ECTS), Creation of the Operational Curriculum and Professional Development Plan (1 ECTS), Preparation of two lessons, and teaching two units of 45 minutes (2 ECTS), designing and organizing one workshop, and producing multiple forms of written tests and a questionnaire survey (1 ECTS).

## Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of Latin language by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Write the operational teaching plan for a school year, sticking thereby to established didactic and methodological rules as well as to legal regulations.
2. Write a professional development plan.
3. Design written lesson plans
4. Plan in writing at least two lessons selected from an approved textbook
5. Design and teach at least two lessons selected from an approved textbook.
6. Design and hold a creative workshop on a selected topic.
7. Design a questionnaire for self-evaluation and evaluation of teachers.
8. Plan several forms of written exams

## Study Programme Learning Outcomes

### Croatian Latinity

defend personal scientific insights and positions in concrete cases rationally and by providing valid arguments

define and describe the disciplines of contemporary literature. linguistics and ancillary sciences of history. history of their development and central problems

### Generic competencies

conceptually clearly present diverse information and positions. and critically evaluate the credibility of claims. assumptions and arguments presented through various media

constructively encourage further development of Croatian Latinity as an occupation based on the principles of scientific rationality. international recognisability. scientific excellence and integrity

apply different methods to explain. comment and interpret all literary scientific works written in Latin or Croatian language

cooperate successfully with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues  
 identify and interpret the intrinsic interdisciplinary nature of historical research by linking the specific segments of historical research with the corresponding segments of other social sciences and humanities  
 resolve conflicts peacefully and rationally, at the same time respecting the opposing sides and their specific points of view  
 use the professional terminology accepted in fields and professions of contemporary linguistics and science of literature

Dual-major studies

Croatian Latinity

## General Competencies

The programme level outcomes of implementing relevant knowledge obtained in theoretical courses through practical training are:

interpret content in the sense of transposing data from one form to another  
 apply knowledge, experience, and skills in new situations,  
 analyse information (specific elements, relations between elements),  
 evaluate with the help of quantitative and qualitative criteria,  
 synthesize in the form of a personal report,  
 provide arguments for one's attitudes,  
 suggest new interpretations and even theories.

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Usmeni ispit [EN]

2 ECTS Praktični rad [EN]

5 ECTS

## Forms of Teaching

» Seminar

» making yearly lecture plan and other written assignments

» Metodičke vježbe

» prepare and teach in front of colleagues and actively participate as a listener in teaching of other colleagues, critically think about the teaching process

## Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks.  
 Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for latin language, and individual Exam catalogues for latin language for secondary schools.  
 Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature.  
  
 In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities).  
 The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan.  
 The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting.  
 Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for latin language, and Exam questions catalogues.  
 The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.
2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

## Literature



*Nastavni plan i program iz  
latinskog jezika*



*Ispitni katalog iz latinskog  
jezika*



*Katalog odobrenih udžbenika za  
određenu školsku godinu*

## Similar Courses

» Metodika nastave klasičnih jezika I i II, Oxford



# Practical Exercises in the Methodology of Teaching [Philosophy]

144734



## Lecturer



doc. dr. sc.  
Marjan Ninčević

## Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of Philosophy by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Write the operational teaching plan for a school year, sticking thereby to established didactic and methodological rules as well as to legal regulations.
2. Write a professional development plan.
3. Design written lesson plans
4. Plan in writing at least two lessons selected from an approved textbook
5. Design and teach at least two lessons selected from an approved textbook.
6. Design and hold a creative workshop on a selected topic.
7. Design a questionnaire for self-evaluation and evaluation of teachers.
8. Plan several forms of written exams.

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

## General Competencies

The programme level outcomes of implementing relevant knowledge obtained in theoretical courses through practical training are:  
interpret content in the sense of transposing data from one form to another  
apply knowledge, experience, and skills in new situations,  
analyse information (specific elements, relations between elements),  
evaluate with the help of quantitative and qualitative criteria ,  
synthesize in the form of a personal report,  
provide arguments for one's attitudes,  
suggest new interpretations and even theories.

ECTS Credits	5.0
English Level	L1
E-learning Level	L1
Study Hours	15 30

## Grading

Students are evaluated based on planned and executed lessons, seminar papers, workshops, design of the operational teaching plan, and teaching plans for philosophy, ethics and logic.

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Seminarski rad [EN]

2 ECTS Praktični rad [EN]

5 ECTS

## Forms of Teaching

### » Seminar

» The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks.

Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for philosophy, ethics and logic, and individual Exam catalogues for philosophy, ethics and logic for secondary schools.

### » Vježbe u praktikumu

» Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

## Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks.  
 Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for philosophy, ethics and logic, and individual Exam catalogues for philosophy, ethics and logic for secondary schools.  
 Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature.  
  
 In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities).  
 The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan.  
 The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting.  
 Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for philosophy, ethics and logic, and Exam questions catalogues.  
 The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.
2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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## Literature



*Nastavni plan i program iz filozofije*



*Ispitni katalog iz filozofije i Ispitni katalog iz etike*



*Katalog odobrenih udžbenika za određenu školsku godinu*

## Similar Courses

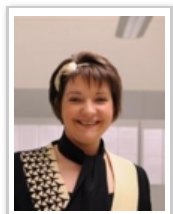
- » Seminar iz metodike nastave filozofije 1, Oxford

# Practical Exercises in the Methodology of Teaching [Psychology]

144738



## Lecturer



Dunja Jurić  
Vukelić,  
doc. dr. sc.

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours

15

30

## Grading

Students will be evaluated during the semester.

## Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of Psychology by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Write the operational teaching plan for a school year, sticking thereby to established didactic and methodological rules as well as to legal regulations.
2. Write a professional development plan.
3. Design written lesson plans
4. Plan in writing at least two lessons selected from an approved textbook
5. Design and teach at least two lessons selected from an approved textbook.
6. Design and hold a creative workshop on a selected topic.
7. Design a questionnaire for self-evaluation and evaluation of teachers.
8. Plan several forms of written exams

## Study Programme Learning Outcomes

Psychology

## General Competencies

The programme level outcomes of implementing relevant knowledge obtained in theoretical courses through practical training are:  
interpret content in the sense of transposing data from one form to another  
apply knowledge, experience, and skills in new situations,  
analyse information (specific elements, relations between elements),  
evaluate with the help of quantitative and qualitative criteria,  
synthesize in the form of a personal report,  
provide arguments for one's attitudes,  
suggest new interpretations and even theories.

## Screening of student's work

ECTS	1	Pohađanje nastave [EN]
ECTS	4	operational teaching plan and a professional development plan, planning and teaching lessons, planing and organizing a workshop, a written exam, and a questionnaire for getting feedback on their teaching
ECTS	5	

## Forms of Teaching

- » Seminar
  - » Students are required to write a lesson teaching plan, a workshop plan, the operational teaching plan, a professional development plan, a written exam, and a questionnaire for getting feedback on their teaching.
- » Metodičke vježbe
  - » teaching lessons and organizing a workshop for 45 minutes each

## Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks.  
 Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to design the operational teaching plan, according to the calendar for the coming school year, based on the curriculum of the subject, Teaching plans for psychology, and Exam catalogues for psychology for secondary schools.  
 Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the websites of the Education and Teacher Training Agency, Ministry of science and education, and domestic and foreign pedagogical literature.  
 In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic.  
 The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan.  
 Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the Teaching plans and textbooks for psychology, and Exam questions catalogues.  
 The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.
2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

3. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
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15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

## Literature



*Nastavni plan i program iz psihologije za srednju školu*



*Ispitni katalog iz psihologije*



*Katalog odobrenih udžbenika za  
određenu školsku godinu*

## **Similar Courses**

» Psychology Teaching Practice, Oxford



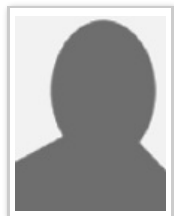
# Practical Exercises in the Methodology of Teaching

## [Sociology]

144741



### Lecturer



doc. dr. sc.  
Katarina Dadić

### Course Description

The main objective of the course is to prepare students for working in secondary schools. The students are expected to practically apply the knowledge obtained in the fields of Pedagogy, Didactics, and Teaching Methodology of sociology by actually teaching classes. The objective is that the students master basic teaching methods and forms, using thereby contemporary media, and be able to encourage (their future) students as much as possible to be cooperative by designing and implementing various creative workshops

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Write the operational teaching plan for a school year, sticking thereby to established didactic and methodological rules as well as to legal regulations.
2. Write a professional development plan.
3. Design written lesson plans
4. Plan in writing at least two lessons selected from an approved textbook
5. Design and teach at least two lessons selected from an approved textbook.
6. Design and hold a creative workshop on a selected topic.
7. Design a questionnaire for self-evaluation and evaluation of teachers.
8. Plan several forms of written exams

### Study Programme Learning Outcomes

Dual-major studies

Croatology

History

Sociology

Recognize the elements of cultural/collective memory

Modify the explanations and basic terminology of sociological tradition to target population

Apply knowledge of sociological theories in managing conflict situations

Compare different theoretical traditions in sociology

Sociology

Recognize the elements of cultural/collective memory

Apply knowledge of sociological theories in managing conflict situations

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours  
15  
30

### Grading

Regular attendance and participation in discussions and analyses of taught lessons carry 1 ECTS credit unit. The drawing up of the operational teaching plan, written lesson plans for two teaching units and a workshop, the professional development plan, the class teaching plan, a parental meeting plan, several exam forms, and a questionnaire for evaluation carry 4 ECTS credit units. Lesson plans prepared and handed in in advance; teaching two 45-minute lessons, and designing and organizing a workshop carry 3 ECTS credit units.

Compare different theoretical traditions in sociology

### General Competencies

The programme level outcomes of implementing relevant knowledge obtained in theoretical courses through practical training are:

interpret content in the sense of transposing data from one form to another  
apply knowledge, experience, and skills in new situations,  
analyse information (specific elements, relations between elements),  
evaluate with the help of quantitative and qualitative criteria ,  
synthesize in the form of a personal report,  
provide arguments for one's attitudes,  
suggest new interpretations and even theories.

### Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Seminarski rad [EN]
- 1 ECTS Projekt [EN]
- 2 ECTS Praktični rad [EN]
- 5 ECTS

### Forms of Teaching

- » Seminar
  - » seminar paper and tasks
- » Metodičke vježbe
  - » teaching practice

## Week by Week Schedule

1. Because this is practical training, lectures boil down to a minimum and refer only to shorter theoretical explanations. The biggest emphasis is put on shorter instructions regarding the writing of seminar papers and on the comments and/or suggestions concerning taught lessons, workshops, and written tasks.  
Practical application of theoretical bases learned in the Subject Specific Teaching Methodology course to the design of the operational teaching plan. Drawing up the plan according to the calendar for the coming school year, based on the National Curriculum Framework, Teaching plans for sociology, and individual Exam catalogues for sociology for secondary schools. Pointing out the importance of permanent professional development of teachers through designing a Professional Development Plan and referring the students to the web sites of the Education and Teacher Training Agency, Ministry of science, education, and sports, and domestic and foreign pedagogical literature.

In accordance with the requirements of contemporary didactics and teaching methodology, where the importance of individual work is pointed out, the students will be required to design and organize a creative workshop on a selected topic. The learning outcomes determined by the National Curriculum Framework have to thereby be accomplished (the fields of social sciences and humanities).

The students' attention will be drawn to the importance of class teaching lessons as the form of work aimed at getting to know the students, their needs and problems, coming together with one's students, and a more complete educational work. The students are expected to draw up and present The Class-Teaching Plan.

The cooperation between families and school will be pointed out through one of its forms – the parent meeting. The stress will thereby be put on the need to put parents in the role of active participants, and not passive listeners. The students are required to design and plan one parent meeting.

Taking into consideration the importance of practicing in teaching and the State Graduation Exam, this course will demand of the students to compile several forms of written exams. The students will thereby be directed to consult the National curriculum framework, Teaching plans and textbooks for sociology, and Exam questions catalogues.

The students will in this course be taught how to draw up a simple questionnaire for getting feedback on their teaching or testing the expectations, opinions, or attitudes of the students and/or parents.

2. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
3. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
4. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
5. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
6. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

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14. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.
15. Practical application of knowledge to the process of planning and teaching lessons with the aid of contemporary media, avoiding the exclusive use of the frontal teaching form and insisting on the formulation and realization of educational teaching objectives.

## Literature



*Nastavni plan i program iz sociologije*



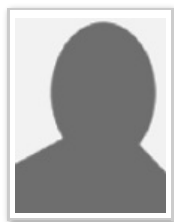
*Ispitni katalog iz sociologije*



*Katalog odobrenih udžbenika za određenu školsku godinu*

## Similar Courses

» Teacher education social sciences, Oxford

**Practice – research methods of mass communication****144890****Lecturer**

Iva Černja Rajter,  
doc. dr. sc.

ECTS Credits 3.0

English Level L2

E-learning Level L1

Study Hours  
15  
30**Grading**

40% written exam, 40% research  
(research report), 20%  
attendance

**Course Description**

The aim of the course is to apply the acquired basic theoretical knowledge of research methods of mass communication through the implementation of independent research. Practicum educates and prepares students for the proper use of scientific methods to study mass communication.

**Learning Outcomes**

On successful completion of the course, students will be able to:

1. Describe and define quantitative research methods
2. Demonstrate ability to independently design topic and subject of a research and write its plan
3. Create an analytical matrix and questionnaire and conduct content analysis and survey
4. Describe the research results and write research reports
5. Demonstrate ability to independently conduct an empirical quantitative research
6. Describe and process the results of quantitative research and data analysis and processing
7. Demonstrate ability practical application of theoretical and methodological knowledge

**Study Programme Learning Outcomes****Communication Studies**

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Develop oral and written communication skills

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

## General Competencies

- Define, describe and distinguish research methods;
- Apply, classify and differentiate professional terminology;
- Identify, evaluate and use quantitative and qualitative scientific research methods of social science that are applied in communication studies;
- Independently conduct scientific research in the field of communications;
- Apply the acquired theoretical and practical knowledge in the field of scientific research in communication studies professionally

## Screening of student's work

- o ECTS Pohađanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 2 ECTS Praktični rad [EN]
- 3 ECTS

## Forms of Teaching

- » Seminar
  - » Seminar classes prepares students for understanding methods for scientific research of mass communication.
- » Vježbe u praktikumu
  - » Practicum educates and prepares students for the proper use of methods for scientific research of mass communication.

## Week by Week Schedule

1. A short theoretical introduction - repetition: methodology and methods, ways of knowing, the characteristics of the scientific method, the development of a research project, the study of mass media, quantitative and qualitative research methods;
2. Content analysis: definition, features of method, objectives and purpose of the application using the methods, advantages and disadvantages of the method, methodological aspects of content analysis, content analysis procedure (examples and exercises)
3. Defining the subjects and objects of research, setting research questions and hypotheses, determining population and sample selection, the selection and definition of the unit of analysis (examples and exercises)
4. Defining the basic content units and structure of analytic matrix (examples and exercises)
5. Devising a code system. Testing (test analysis), (examples and exercise)
6. Data analysis and processing
7. Writing a survey report (example and exercise)
8. Survey: definition of the term, origins and development of the methods, types of surveys
9. Interviewing techniques: field surveys (oral, written), survey by telephone (telephone interviewing without the participation of the interviewer), online surveys, mail surveys, the importance of the role of the interviewer;
10. Questionnaire: the value of surveys, steps and rules in drafting questionnaires, foundations in the context of correlational studies, the content in the correct formulation of survey questions;

11. Questionnaire: types of questions according to their basic form (open or closed questions, numerical scale), design issues, uniformity issues, multiple issues, separation of attitudes and arguments, the order of questions, the length of questions and questionnaires, validation survey research, identifying potential errors questionnaires ;
12. Sample: the concepts of population and sample, representative sample, characteristics of sample, the sample plan (method of selection of the sample);
13. Probabilistic samples (conditions for the selection and methods of selection criteria), non-probabilistic samples (criteria, characteristics, selection methods, type);
14. Sample size: standard error of the sample, determine the sample size and relationship to size of the population, dispersion of the sample. Realization of sample: the unavailability of the respondents selected by the plan, acceptance and refusal to participate in the survey, failure to respond to questions, interviewer errors in the implementation of the sample;
15. Writing an research report

## Literature



Berger, Arthur Asa (2011). *Media and Communication Research Methods: an Introduction to Qualitative and Quantitative Approaches.*, Los Angeles, London, New Delhi: Sage Publications Inc.



Riffe, Daniel, Lacy, Stephen & Fico, Frederic G. (2005). *Analyzing Media Messages. Using Quantitative Content Analysis in Research,* Mahwah, New Jersey, London: Lawrence Erlbaum Associates, Publishers



Wimmer, Roger D. & Dominick, Joseph R. (2011). *Mass Media Research: An Introduction, Ninth Edition.* Boston: Wadsworth, Cengage Learning, chapters 6,7

## Additional Literature



Gunter, Barrie (2002) "The quantitative research process" In Klaus Bruhn Jensen (ed.) *A Handbook of Media and Communication Research. Qualitative and Quantitative Methodologies*

## Similar Courses

- » Metode istraživanja medijskog teksta, Oxford
- » Metode istraživanja masovnih publika, Oxford

# Prejudice and Discrimination Prevention

255071

## Lecturer



prof. dr. sc.  
Renato Matic

## Course Description

The objective of the course is to prepare students for recognizing and understanding social activities and circumstances that result in prejudice and discrimination, as well as for autonomously recognizing the process of institutionalizing both prejudice and the social framework within which discrimination with time becomes an acceptable and desirable social activity. Learning skills include recognizing, preventing and combating prejudice, discrimination and hate crime.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Interpret the phenomenon of prejudice, and phenomenon of discrimination in a wide range of theoretical perspectives in sociology,
2. Present arguments regarding the significance of critical (self)awareness and interdisciplinarity,
3. Analyze the forms of social activity and social structures that produce prejudice and discrimination,
4. Recognize and reveal common and generally accepted institutional practice that encourages discrimination in social reality
5. Recognize the process of the institutionalization of discrimination and the social, framework within which discrimination with time becomes an acceptable and desirable social activity.
6. Assess and evaluate different preventive anti-discrimination programs and recommend improvements

## Study Programme Learning Outcomes

Dual-major studies

Sociology

- Recognize the generators of conflicts in contemporary society
- Apply knowledge of sociological theories in managing conflict situations

Sociology

- Recognize the generators of conflicts in contemporary society
- Apply knowledge of sociological theories in managing conflict situations

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours  
15  
30

## Grading

Presence at lectures and seminars within the framework of fieldwork are recorded. Together with active participation in discussions and writing essays, it comprises 25% of the final grade. Individual oral presentations of assigned seminar topics and a report/paper based on independent research comprise 35% of the final grade. Written and oral quiz carry up to 40% (excellent).





## General Competencies

- explain the initial assumptions of various political, religious and cultural orientations
- to work in a team with colleagues from different disciplines, different attitudes and orientations
- engage in solving social problems
- explain the key structural factors that shape the social world,
- explain the personal and local social issues in a broader social context, particularly in the context of social class, ethnicity, gender, religion, capitalism, individualization, nationalism and globalization,
- explain the origin of social problems and conflicts while keeping in mind the way in which the social order is maintained and questioned,
- promote sociology and social research methods as relevant to solving current social problems and issues

## Forms of Teaching

- » Predavanja
  - » 30 hours
- » Seminar
  - » 15 hours

## Week by Week Schedule

1. Introduction to syllabus
2. Introductory discussion of the basic concepts 1: stereotypes
3. Introductory discussion of the basic concepts 2: prejudice, stigmatization,
4. Introductory discussion of the basic concepts 3: discrimination, hate crime, genocide
5. Social phenomena, and circumstances which enable prejudice, stigmatization, discrimination, hate crime, genocide
6. Introduction into actual examples of discrimination and hate crime
7. Ideology as the driver of prejudice, discrimination, hate crime and genocide
8. Phenomenon of Holocaust and Nazi state as a complete negation of humanity and human rights
9. Recognition of prejudice, discrimination and hate crime
10. Workshop 1: playing roles of people who are victims of discrimination and hate crime
11. Workshop 2: playing roles of people who are victims of discrimination and hate crime
12. Discussion 1: social possibilities to combat and overcome prejudice and discrimination
13. Discussion 2: social possibilities to combat and overcome prejudice and discrimination
14. Seminar presentations
15. Seminar presentations

## Literature



Aronson, E.; Wilson, D.T.; Akert, M.R. (2005) *Socijalna psihologija / Predrasude: kako nastaju i kako ih smanjiti* (414 – 454), MATE, Zagreb



Augustinos, M. i Reynolds, K.J. (2006). *Understanding prejudice, racism and social conflict*. London: Sage Publications.



*Nelson, T.D. (2009). Handbook of prejudice, stereotyping, and discrimination. New York: Psychology Press.*



*Oskamp, S. (2000). Reducing prejudice and discrimination. Mahwah, NJ, Lawrence Erlbaum Associates, Inc*



*Goffman, E. (1974) Stigma. Notes on the Management of Spoiled Identity. NY: Jason Aronson, Inc*

# Preparation of prevention programs

214005

## Lecturer



izv. prof. dr. sc.  
Lovorka Brajković

## Course Description

Enable students to define and differentiate theoretical approaches to prevention in the local community.

Introduce students to the process of developing prevention programs, look at the role of the local community, and other factors that affect the negative development outcomes.

To show students the prevention programs that are applied in Croatia and the world and to explain the importance of cooperation between the educational, health and penological systems and the social welfare system.

Include quantitative and qualitative methodology used in measuring the effectiveness, evaluation, and evaluation of the justification of prevention programs.

Work on the design of the original prevention program, from the analysis of relevant literature, through the development of a logical matrix to the planning and evaluation of the implementation of the prevention program and critically analyze its sustainability.

Apply the acquired knowledge in the design of the original project proposal in the field of prevention through seminar papers in small groups.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Evaluate different theories, paradigms, and methodological approaches in psychology when planning assessment and interventions with individuals, groups, and organizations.
2. Critically evaluate professional and scientific literature in psychology and related disciplines and create new scientific knowledge about prevention science.
3. Select appropriate research methods and strategies for interventions in accordance with the characteristics of members of different social groups and cultures and the specifics of their environmental and social context.
4. Assess theoretical concepts and scientific knowledge in creating interventions and programs that will improve the living conditions and development of individuals, families, organizations, and communities.
5. Analyze and, in the context of European and / or world research on the subject, interpret and evaluate the findings of identical psychological research conducted in Croatia.

## Study Programme Learning Outcomes

ECTS Credits 3.0

English Level L1

E-learning Level L1  
(10%)

Study Hours 30

Teaching Assistant  
Katarina Jelić, mag. psych.

### Grading

Conditions for taking the course include: signature of the teacher as proof of regular attendance (up to 3 absences); developed, presented and positively evaluated project task and oral individual discussion about the project, with emphasis on critical evaluation and connection with theoretical and methodological knowledge. The grade of the written project proposal with the presentation in the group is a maximum of 70% of the total grade from the course, and the remaining 30% of the grade is the outcome of an oral discussion of the project task, which will evaluate different levels of knowledge acquisition and cognitive processes.



## Psychology

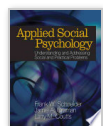
## Screening of student's work

- 0 ECTS Pohađanje nastave [EN]
- 1 ECTS Usmeni ispit [EN]
- 2 ECTS Projekt [EN]
- 3 ECTS

## Week by Week Schedule

1. Introduction: defining prevention science
2. Theoretical approaches to prevention science - an interdisciplinary view
3. Psychology in prevention science - ecological theory
4. The role of various protective and risk factors in prevention
5. Comparison and analysis of different prevention programs
6. Demonstration of effective prevention programs
7. Quantitative and qualitative methods of measuring the effectiveness of prevention programs
8. Needs assessment and analysis of relevant literature
9. Methodology for developing a specific prevention program
10. Creating a logical matrix, defining goals and expected outcomes
11. Planning and development of a specific prevention program
12. Implementation and evaluation of a specific prevention program
13. Sustainability and obstacles to implementation - final considerations
14. Student presentations of the project I.
15. Student presentations of the project II.

## Literature



Frank W. Schneider, Jamie A. Gruman, Larry M. Coutts (2005). *Applied Social Psychology*, SAGE



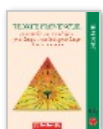
Goran Milas (2005). *Istraživačke metode u psihologiji i drugim društvenim znanostima*, Jastrebarsko: Naklada Slap



Aleksandar Halmi (2005). *Strategije kvalitativnih istraživanja u primijenjenim društvenim znanostima*, Jastrebarsko: Naklada Slap



Ana Havelka Meštović, Mladen Havelka (2013). *Zdravstvena psihologija*, Jastrebarsko: Naklada Slap



Josipa Bašić (2009). *Teorija prevencije - Prevencija poremećaja u ponašanju i rizičnih ponašanja djece i mladih.*, Zagreb: Školska knjiga

## Additional Literature



Aleksandar Halmi (2008). *Programi evaluacije i evaluacija istraživanja u društvenim znanostima.*, Jastrebarsko: Naklada Slap



Bouillet, D., Bićanić, J., Ivančan, A., Novosel Guszak, D., Rovis Brandić, A. i Sitar, M. (2018). *Socijalnopedagoški mozaik - Razvoj modela potpore učenicima s problemima u ponašanju.*, Zagreb: Školska knjiga



Petermann, U. i Petermann, F. (2012). *Trening namijenjen mladeži - Strukturiranje radnog i socijalnog ponašanja.*, Jastrebarsko: Naklada Slap.

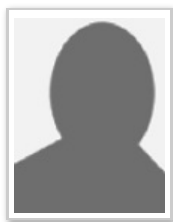
## Similar Courses

» Prevention Strategies for Non-Communicable Diseases (NCDs), Oxford

# Production process in the Media

230991

## Lecturer



Vine Mihaljević,  
izv. prof. dr. sc.

## Course Description

Enabling the students to work at the newspaper office - from searching for information, its processing and editing to sending the finished pages to print, or editing and broadcasting.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Be familiar with the production process of newspapers and television stations
2. Realize the importance and purpose of the newspaper office editorial team
3. Define the forms of journalist cooperation with the newsroom staff - editors, proofreaders, graphic designers, camera operators, video cutting editors etc.
4. Apply the acquired skills in editing of texts and TV features.
5. Be familiar with and use the skills of editing texts and features
6. Independently perform journalistic and editorial assignments

## Study Programme Learning Outcomes

### Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Develop oral and written communication skills

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours 60

### Teaching Assistants

doc. dr. sc. Tamara Kunić

dr. sc. Lana Pavić

### Grading

Exercise participation 30%; Task fulfillment 70%.



## General Competencies

Define, describe and evaluate the production process in the media, its specificities and problems.

Apply, classify and distinguish professional terminology. Expertly and professionally apply the acquired specialist theoretical and practical knowledge to working in the media.

Demonstrate accountability, professional ethics, autonomy and initiative in one's work.

## Week by Week Schedule

1. Introduction to the goals and subject of the course
2. Sources of information
3. Editorial meeting and selection of topics
4. Text and graphic standards; text, shooting and editing of features
5. Graphic design of newspaper pages - exercise; editing a journalistic features - exercise
6. Text editing; feature editing
7. Selection of photos in newspaper forms; design and editing of features
8. Topic of the day and special editions or shows
9. Preparing newspaper and TV specials
10. Supporting texts and features with graphic elements - infographics, representations, maps, etc.
11. Newspaper centerfold; central news pieces; breaking news
12. Newspaper and TV globals
13. Newspaper publications; news shows - from morning to night shows
14. Forwarding pages to print, broadcasting features
15. Archiving texts, newspapers and TV features

## Literature



*Gittlin, Todd (2000) Inside prime time, University of California Press, Berkely and Los Angeles*



*Malović, S.(2005) Osnove novinarstva, Zagreb: Golden marketing - Tehnička knjiga, odabrane stranice*



*Kipphan, Helmut (2001) Handbook of print media technologies and production methods, Berlin: Springer, odabrane stranice*



*Anderson M. Bonnie (2010) News Flash: Journalism, Infotainment and the Bottom-Line Buisness of Broadcast News*

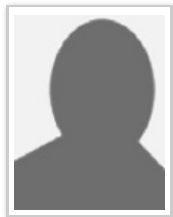
# Production Thesis

126008

## Teaching Assistants



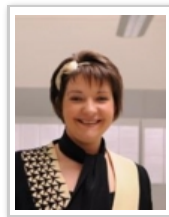
izv. prof. dr. sc.  
Lovorka Brajković



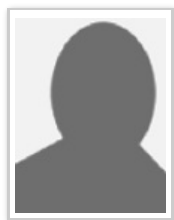
Petrana Brečić,  
izv. prof. dr. sc.



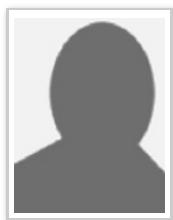
izv. prof. dr. sc.  
Zrinka Greblo  
Jurakić



Dunja Jurić  
Vukelić,  
doc. dr. sc.



doc. dr. sc.  
Vanja Kopilaš



doc. dr. sc.  
Jelena Maričić



prof. dr. sc.  
Zdravko Petanjek



Miroslav Rajter,  
izv. prof. dr. sc.



Iva Šverko,  
prof. dr. sc.

ECTS Credits 18.0

English Level Lo

E-learning Level L1

Study Hours

Grading

50% the written thesis, 50% the oral presentation before a three-member committee.

## Course Description

Diploma thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their studies and in which the students must demonstrate their ability to analyze the posed problem or subject from the theoretical, practical and research perspective in the field or branch of science in which their studies are founded. The aim of this course is to allow the students to demonstrate their knowledge of the subject, the ability of independent research, use of literature and the application of scientific and professional methodology.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Collect, investigate and critically read scientific literature;
2. Choose a thesis topic;
3. Write the thesis syllabus;
4. Plan the course of scientific research within a well-defined frame;
5. Define research problems, hypotheses and methods which will be used in order to reach relevant results;
6. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).



7. Define basic rules of presenting thesis

## Study Programme Learning Outcomes

### Psychology

Create basic and/or applied psychological research and construct and metrically evaluate psychological measuring instruments

Critically judge multivariate statistical procedures with regard to their limitations and to the satisfaction of theoretical assumptions in concrete application situations

Evaluate different theories, paradigms and methodological approaches in psychology when planning assessment and interventions with individuals, groups and organizations

## General Competencies

Apply, classify and distinguish between professional and scientific terminology in the area of research;

Identify, evaluate and use a variety of scientific-research methods in the field of social sciences or humanities, which are applied in the area of research;

Independently conduct scientific research in the area of research with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect various scientific methodologies and perspectives on specific issues and problems in the researched field of social sciences or humanities.

Write a thesis in the Croatian or one of the world's languages in accordance with the scientific and ethical postulates, and defend it before a three-member committee.

## Screening of student's work

5 ECTS Pohadanje nastave [EN]

5 ECTS Kolokviji [EN]

3 ECTS Referat [EN]

5 ECTS Usmeni ispit [EN]

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18 ECTS

## Week by Week Schedule

1. Discussion of the topic, its approval and the acceptance of tasks.
2. Writing the thesis.
3. Writing the thesis.
4. Writing the thesis.
5. Writing the thesis.
6. Writing the thesis.
7. Writing the thesis.
8. Writing the thesis.
9. Writing the thesis.
10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.
14. Writing the thesis.
15. Writing the thesis.

## Literature



*Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.*

# Production Thesis

193872

## Course Description

Diploma thesis is a complete, comprehensive and highly independent obligation the fulfillment of which marks the students' completion of their studies and in which the students must demonstrate their ability to analyze the posed problem or subject from the theoretical, practical and research perspective in the field or branch of science in which their studies are founded. The aim of this course is to allow the students to demonstrate their knowledge of the subject, the ability of independent research, use of literature and the application of scientific and professional methodology.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Choose a thesis topic;
2. Collect, investigate and critically read scientific literature;
3. Write the thesis syllabus;
4. Plan the course of scientific research within a well-defined frame;
5. Define research problems, hypotheses and methods which will be used in order to reach relevant results;
6. Write a thesis in the extent of approximately 9000-10000 words (50 to 60 standard pages of text).

## Study Programme Learning Outcomes

### Psychology

Create basic and/or applied psychological research and construct and metrically evaluate psychological measuring instruments

Critically judge multivariate statistical procedures with regard to their limitations and to the satisfaction of theoretical assumptions in concrete application situations

Evaluate different theories, paradigms and methodological approaches in psychology when planning assessment and interventions with individuals, groups and organizations

## General Competencies

Apply, classify and distinguish between professional and scientific terminology in the area of research;

Identify, evaluate and use a variety of scientific-research methods in the field of social sciences or humanities, which are applied in the area of research;

Independently conduct scientific research in the area of research with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect various scientific methodologies and perspectives on specific issues and problems in the researched field of social sciences or humanities.

Write a thesis in the Croatian or one of the world's languages in accordance with the scientific and ethical postulates, and defend it before a three-member committee.

## Week by Week Schedule

1. Discussion of the topic, its approval and the acceptance of tasks.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

50% the written thesis, 50% the oral presentation before a three-member committee.



2. Writing the thesis.
3. Writing the thesis.
4. Writing the thesis.
5. Writing the thesis.
6. Writing the thesis.
7. Writing the thesis.
8. Writing the thesis.
9. Writing the thesis.
10. Writing the thesis.
11. Writing the thesis.
12. Writing the thesis.
13. Writing the thesis.
14. Writing the thesis.
15. Writing the thesis.

## Literature

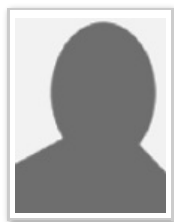


*Mentor je dogovara sa svakim studentom ovisno o temi diplomskog rada.*

# Psychological Counselling

173598

## Lecturer



Gordana Buljan-  
Flander,  
prof. dr. sc.

## Course Description

Through this course the students will learn the basics of psychological counseling which includes: definition of counseling, recognizing the difference between counseling and psychotherapy, the historical development of psychological counseling, adopting and applying the skills of active listening, the skills of showing understanding, clarifying difficulties and relaxation, the evaluation of thoughts and behavior, the assessment of feelings and physical reactions and they will learn of the opportunities for counseling work in Croatia.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the theory of psychological counseling.
2. Compare and critically evaluate the advantages and disadvantages of different theories of counseling and psychotherapy.
3. Describe and analyze the historical facts and early development of psychological counseling.
4. Evaluate the basic principles and methods of psychological counseling.
5. Compare counseling and psychotherapy.
6. Describe, analyze and recognize when to apply which techniques and skills of psychological counseling.

## Study Programme Learning Outcomes

### Psychology

Argue the similarities, differences and usability of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences

Choose models of psychological assessment and counseling in work with individuals, groups and organizations

Support cooperation in interdisciplinary team work and create constructive professional relationships with experts of collaborating disciplines

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities

Self-evaluate responsibility, autonomy and initiative in work

Value the importance of lifelong professional development

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours

30

15

### Teaching Assistant

Ana Raguž Šutalo, mag. psych.

### Grading

Class attendances – 10%;

Exercise participation – 15%;

Two preliminary exams or the final written exam – 75%.



## General Competencies

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Support collaboration in interdisciplinary team work and establish constructive professional relationships with experts from associated disciplines.

Develop accountability, autonomy and initiative in one's work.

Value the importance of life-long professional education.

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Usmeni ispit [EN]

4 ECTS

## Week by Week Schedule

1. What is counseling? What is the difference between counseling and psychotherapy?
2. The goals of counseling. How are they achieved?
3. Historical overview - early development of psychological counseling
4. Counselors as persons?
5. Counseling conversation, role, stages, rules
6. Active listening - definition; skills and functions of active listening; forms of questions
7. Listening skills
8. Skills of showing understanding
9. Skills of clarifying difficulties
10. Skills of relaxation
11. Evaluation of thoughts and behavior
12. Assessment of feelings and physical reactions
13. How to conclude counseling
14. Efficiency of counseling - opportunity for research
15. Opportunities for counseling work in Croatia

## Literature



Nelson Jones, R. (2007). *Praktične vještine u psihološkom savjetovanju i pomaganju*, Jastrebarsko: Naklada Slap

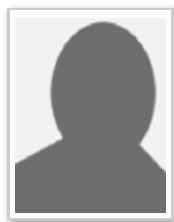


Kozarić Kovačić, D., Frančičković, T. (ur.) (2014). *Crnković, M., Buljan Flander, G. Savjetovanje (poglavlje) u Psihoterapijski pravci*, Medicinska naklada

# Psychological Testing Skills and Clinical Interview

188782

## Lecturer



izv. prof. dr. sc.  
Lovorka Brajković

## Course Description

The main objective of the course is to acquaint and train students to plan and conduct a clinical interview tailored to a particular clinical state and how to use the information obtained through anamnesis and heteroanamnesis, how to set clinical hypotheses and how to plan further clinical assessment procedures based on the data collected. Throughout the course, students will be introduced to the basic tasks of psychological testing and developing the skills of applying psychological tests. Throughout the course, students will be introduced to various psychological instruments and gain knowledge of their use, methods of interpretation, and writing test results. Throughout the course, students will learn how to integrate data obtained through clinical interview and psychological testing.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify and plan the type and structure of the clinical interview
2. Analyze relevant anamnestic and heteroanamnestic data and client behavior
3. Describe the different psychological instruments and describe the benefits and limitations of different psychological instruments
4. Select and apply appropriate psychological instruments
5. Prepare data collected using psychological instruments to write psychological findings
6. Plan a follow-up clinical assessment procedure based on clinical interview data, anamnestic and heteroanamnestic data and observations of client behavior and psychological testing data
7. Plan interview and selection of adequate psychological instruments in accordance with the specificities of different populations of respondents and the specificities of different disorders

## Study Programme Learning Outcomes

### Psychology

Choose models of psychological assessment and counseling in work with individuals, groups and organizations

Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of members of different social groups and cultures and the specifics of their environmental and social context

Assess one's own oral and written professional communication skills and create complex communications and interdisciplinary cooperation in different

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

### Teaching Assistants

Nenad Jakšić, mag.

Ivana Mostarac, mag. psych.

### Grading

Regular attendance (5 credits), classroom activities (5 credits), individual assignments (40 credits), written examination (50 credits). The final grade is calculated by key: 52-63 points - sufficient (2) 64-75 pts - good (3) 76-87 pts - very good (4) 88-100 pts - excellent (5)



professional environments

Assess the compliance of psychological practice with prescribed ethical principles of psychological activity in various areas of theoretical and applied psychology

### Screening of student's work

0.5 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

0.5 ECTS Seminarski rad [EN]

1 ECTS Praktični rad [EN]

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3 ECTS

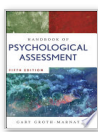
### Week by Week Schedule

1. The role of interviews and observations in clinical assessment.
2. Anamnestic and heteroanamnestic data and medical records
3. Types of interviews and determining the structure of interviews
4. Interview specificities for different disorders and age group (children, adolescents, elderly)
5. The specifics of a psychotherapy interview.
6. Interview peculiarities regarding different client populations - mental underdevelopment, clients with neurological impairment
7. Characteristics of Psychological Tests: Reliability, Validity, and Standardization
8. Cognitive assessment tests
9. Memory tests and visuo-constructive tests
10. Objective and projective personality tests
11. Specific tests for depression, anxiety and quality of life
12. Interpretation of testing results
13. Qualitative analysis of tdata obtained, determination of the relevance of the data and planning of further clinical evaluation
14. Written report based on clinical interviewing and psychological assessment
15. Ethics and law in Croatia

### Literature



Hajncl, Ljerka (2018).  
*Psihologijski intervjui*,  
Naklada Slap



Gary Groth-Marnat (2009).  
*Handbook of Psychological  
Assessment*, John Wiley &  
Sons

### Similar Courses

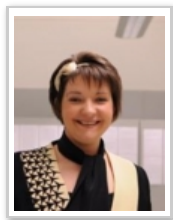
» clinical psychology, Oxford



# Psychology in Croatian Literature

172611

## Lecturer



Dunja Jurić  
Vukelić,  
doc. dr. sc.

## Course Description

The course objective is to enable students to acquire a deeper understanding of selected Croatian literary works through the primary psychological interpretation. By adopting expert terms in the field of theory and research on emotions, motivations and personality traits, students will be able to interpret the perception and behavior of literary characters in a new and more detailed way. Understanding the underlying concepts of the leading theories of social, cultural and intercultural psychology will provide students with a different perspective in analyzing and interpreting the social context and characteristics of the period of creation of work, as well as knowing the possible connection with the details of the author's biography. By presenting the selected work, students, as future teachers of the Croatian language, will gain the experience of transferring a new way of analyzing and interpreting literary works.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain basic concepts in the field of personality psychology, emotions and motivation, in the context of literary works
2. Apply knowledge of Croatian literature
3. Interpret a literary work with a focus on psychological analysis of characters
4. Apply the acquired knowledge in the Croatian language teaching
5. Explain psychoanalytic literary criticism
6. Compare different approaches to literature
7. Argue the correlation between subject content of Psychology and Croatian language

## Study Programme Learning Outcomes

### Croatian Latinity

defend personal scientific insights and positions in concrete cases rationally and by providing valid arguments

define and describe the disciplines of contemporary literature, linguistics and ancillary sciences of history, history of their development and central problems

### Generic competencies

coordinate discussions and provide explanatory comments on a number of issues of social, cultural and political nature

cooperate successfully with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues

follow and adequately reproduce written and oral presentations of complex academic and non-academic topics

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

## Grading

Evaluation of students' work is fully carried out through the fulfillment of obligations during the semester. Writing preparation and presentation are evaluated individually.

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

1.5 ECTS Seminarski rad [EN]

1 ECTS Praktični rad [EN]

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3 ECTS

## Forms of Teaching

### » Predavanja

» The teacher will explain in more detail the terms of personality, emotion and motivation psychology that are mentioned in the student exposition and are directly related to the work being analyzed, and describe the features of the period in which the work was born in the terms social and cultural psychology.

### » Seminar

» The analysis of the chosen literary work will have the given structure:

- literature work summary
- reading the fragments that the student will choose as prominent, with the explanation of the choices
- profiling of the main character that can be extended to other characters, which will be based on the description of personality traits, behavior, emotions and motivations
- personal impression of the work: what emotions did the reading evoke, reflection and conclusions, comparison with personal experience
- author's biography with prominent details of his / her life, if any, whose role can be found in motivation to create the selected work
- the broader (social) context within which the work was created
- an assessment of the age at which the reading of the chosen work would be most appropriate, given the knowledge of developmental and adolescent psychology

## Week by Week Schedule

1. Psychological approach to literature studies: psychological cognition as the starting point for the analysis of literary work and literature as a subject of study in psychology
2. An example of analysis and interpretation of a literary work based on psychological theories
3. Psychoanalytic theories: Sigmund Freud on literature
4. Carl Gustav Jung on literature; Jungian criticism
5. Reading, cognitive and socio-emotional development
6. The role of evasive reading in moral development and prosocial behavior
7. Readership interests and habits in adolescence
8. Psychosocial approaches to adolescence: identity development
9. Psychosocial approaches to adolescence: relations with peers
10. Grieving in children and adolescents
11. Description of personality traits in literary characters
12. Analysis of motives in literature in the context of psychology of motivation
13. Expression, representation and reception of literary emotions
14. Basic concepts of social psychology in the context of literature
15. Cultural psychology: accessing culture as a determinant of behavior

## Literature



Stanonik, M. (1993). *Mogućnosti psiholoških interpretacija književnog folklora*, Narodna umjetnost: hrvatski časopis za etnologiju i folkloristiku



(1941). *Psychology and Literature. U: Modern Man in Search of a Soul*, prev. W. S. Dell i C. F. Baynes, London

## Similar Courses

» Themes in Literature - Psychology, Oxford

# Psychology of Advertising

206651

## Lecturer



izv. prof. dr. sc.  
Dario Vučenović

## Course Description

The course will help students to develop general and specific competencies regarding basic advertising knowledge and skills, stressing out digital marketing. Students will also acquire skills on how to plan and evaluate the campaigns using different platforms and tools. The aim of the course will be understanding the target audience's needs, as well as characteristics of products/services, in order to achieve planned results through optimal marketing activities. Students will participate in the creation of ads for different platforms, as well as in the creation of campaigns.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define basic psychological principles underlying advertising, consumer protection policies and personal data
2. Explain basic psychological principles underlying the traditional marketing (print, radio, TV)
3. Describe the skills of basic advertising and analytics on Facebook
4. Describe the skills of basic advertising and analytics on Google
5. Define advertising principles regarding newsletters, Twitter, YouTube, podcasts and Instagram
6. Apply the basic skills of campaign creating using different platforms
7. Apply communication and social skills in relationship with clients

## Study Programme Learning Outcomes

Psychology

### Screening of student's work

- 1 ECTS Individual task of creating ads
- 2 ECTS Group tasks of creating a campaign
- 3 ECTS

## Week by Week Schedule

1. Introductory lecture
2. Basic psychological principles of advertising
3. Consumer protection policies, unfair competition and GDPR
4. Psychological basics underlying print, radio and TV advertising
5. Psychological basics underlying Facebook advertising

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

Teaching Assistant

Lea Andreis, mag. psych.

Grading

30% Individual task of creating ads, 70% group tasks of creating a campaign



6. Psychological basics underlying Google advertising (Google AdWords) and analytics (Google Analytics)
7. Digital marketing agency simulation
8. Podcasts, Twitter, Youtube and Instagram
9. Psychological determinants of UX, web, and mobile apps
10. Newsletters and guerilla e-mail marketing
11. Creating different psychological advertising strategies (omnichannel)
12. Communication and social skills in relationship with clients
13. Creating the whole campaign for specific existing product
14. Creating the whole campaign for specific new service
15. Closing lecture

## Literature



Chaffey, D. i Smith, P.R (2017). *Digital Marketing Excellence. Plannig, Optimizing and Integrating Online Marketing.*, New York: Routlege.



Powers, R. i Chaffey, D. (2012). *Briliant B2B Digital Marketing.*, Smart Insights Marketing Intelligence.



Palmatier, R. i Crecelius, A (2019). *The „first principles“ of marketing strategy.*, AMS Reviews, (9)



*Zakon o zaštiti potrošača (Narodne novine, broj 41/14, 110/15, 14/19)*



*Zakon o provedbi Opće uredbe o zaštiti podataka (Narodne novine, broj 42/18)*

## Similar Courses

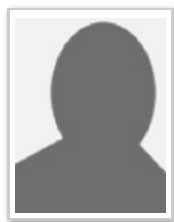
- » Psychology of Advertising, Oxford

# Psychology of Mass Media and Mass Communication

64750



## Lecturer



Zlatica Kozjak  
Mikić,  
doc. dr. sc.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours 15

15

Teaching Assistant

Lea Andreis, mag. psych.

Grading

30% seminar paper; 70% written exam

## Course Description

The aim of this course is to introduce students to the psychological effects and findings of media and mass communication research, with their significance for the development of communication science and emerging social phenomena.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, describe and explain the relationship between psychology and the media and the central problems of this relationship.
2. Apply, classify and distinguish professional terminology.
3. Identify, differentiate, evaluate and critically evaluate media effects on the media audience and society in general.
4. Prepare and conduct scientific research in the field of communication studies (alone or in team) using contemporary scientific methods and write scientific papers in a clear and organized manner.
5. Apply the oral and written communication and presentation skills in Croatian (with a summary of the main conclusions in english).
6. Explain and understand interdisciplinary nature of psychological research

## Study Programme Learning Outcomes

### Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Describe the points of contact between contemporary communication studies and other social and humanities sciences

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Develop competences in professional and interdisciplinary teamwork

## General Competencies

Define, describe and explain the relationship between psychology and the media and its central concerns.

Apply, classify and differentiate the technical terminology.

Identify, distinguish, evaluate and critically evaluate media effects and their impact on media audience and society as a whole.

Conduct scientific research, individually or in teams, in the field of communication sciences with the help of modern scientific research methods and writing papers in a clear and organized manner.

Apply oral and written communication and presentation skills in English.

## Screening of student's work

3.5 ECTS Pismeni ispit [EN]

1.5 ECTS Seminarski rad [EN]

5 ECTS

## Week by Week Schedule

1. Introduction to the course; determining areas and goals of media psychology and mass communication
2. Media psychology research methods
3. Understanding the mass media: connecting emotional and media literacy
4. Psychology of the media: attitudes, conformism and persuasion
5. Psychology of the media: pro-social behaviour and violence
6. Advertising, public relations and marketing strategies
7. Media supervision: law regulations and ethical principles
8. Media in the educational context
9. Digital dementia: media literacy and child developmental psychology
10. Social networks: addiction and mental health problems
11. Cognitive psychology of mass media
12. Mass communication: the role of TV and radio in crisis communication
13. Mass communication: virtual reality and personality disorders
14. Review of research on relationship between mass media and social phenomena
15. Final course: discussion on the contemporary trends in media psychology research

## Literature



Turow, J. (2013). *Media Today: Mass Communication in a Converging World.*, New York: Routledge

## Additional Literature



Brusić, R., Ciboci, L., Kanižaj, I., Labaš, D., Mališa, J., Marković, N., Osmančević, L., Rovis Brandić, A. i Vučenović, D. (2011). *Komunikacija odgaja-odgoj komunicira: emocionalna i medijska pismenost.*, Zagreb: Pragma



Ciboci, L., Kanižaj, I. i Labaš, D. (2011). *Djeca medija: od marginalizacije do senzacije.*, Zagreb: Matica hrvatska



Spitzer, M. (2018). *Digitalna demencija: kako mi i naša djeca silazimo s uma.*, Zagreb: Naklada Ljevak



Miliša, Z., Tolić, M i Vertovšek, N. (2009). *Medij i mladi: prevencija ovisnosti o medijskoj manipulaciji.*, Zagreb: Sveučilišna knjižara

## Similar Courses

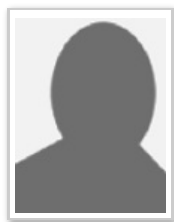
» Uvod u medijske sustave, Oxford



# Psychology of Mass Media and Mass Communication

200713

## Lecturer



Zlatica Kozjak  
Mikić,  
doc. dr. sc.

## Course Description

The aim of this course is to introduce students to the psychological effects and findings of media and mass communication research, with their significance for the development of communication science and emerging social phenomena.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, describe and explain the relationship between psychology and the media and the central problems of this relationship.
2. Apply, classify and distinguish professional terminology.
3. Identify, differentiate, evaluate and critically evaluate media effects on the media audience and society in general.
4. Prepare and conduct scientific research in the field of communication science using modern scientific research methods and write scientific papers in a clear and organized manner.
5. Apply the oral and written communication and presentation skills in Croatian (with a summary of the main conclusions in english).
6. Explain and understand interdisciplinary nature of psychological research

## Study Programme Learning Outcomes

Psychology

### Screening of student's work

2.1 ECTS Pismeni ispit [EN]

0.9 ECTS Seminarski rad [EN]

3 ECTS

## Week by Week Schedule

1. Introduction to the course; determining areas and goals of media psychology and mass communication
2. Media psychology research methods
3. Understanding the mass media: connecting emotional and media literacy
4. Psychology of the media: attitudes, conformism and persuasion
5. Psychology of the media: pro-social behaviour and violence
6. Advertising, public relations and marketing strategies

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

Teaching Assistant

Lea Andreis, mag. psych.

Grading

30% seminar paper; 70% written exam

7. Media supervision: law regulations and ethical principles
8. Media in the educational context
9. Digital dementia: media literacy and child developmental psychology
10. Social networks: addiction and mental health problems
11. Cognitive psychology of mass media
12. Mass communication: the role of TV and radio in crisis communication
13. Mass communication: virtual reality and personality disorders
14. Review of research on relationship between mass media and social phenomena
15. Final course: discussion on the contemporary trends in media psychology research

## Literature



Turow, J. (2013). *Media Today: Mass Communication in a Converging World.*, New York: Routledge

## Additional Literature



Brusić, R., Ciboci, L., Kanižaj, I., Labaš, D., Mališa, J., Marković, N., Osmančević, L., Rovis Brandić, A. i Vučenović, D. (2011). *Komunikacija odgaja-odgoj komunicira: emocionalna i medijska pismenost.*, Zagreb: Pragma



Ciboci, L., Kanižaj, I. i Labaš, D. (2011). *Djeca medija: od marginalizacije do senzacije.*, Zagreb: Matica hrvatska



Spitzer, M. (2018). *Digitalna demencija: kako mi i naša djeca silazimo s uma.*, Zagreb: Naklada Ljevak



Miliša, Z., Tolić, M i Vertovšek, N. (2009). *Medij i mladi: prevencija ovisnosti o medijskoj manipulaciji.*, Zagreb: Sveučilišna knjižara

## Similar Courses

- » Uvod u medijske sustave, Oxford

# Psychology of Organisational Behaviour

53867

## Lecturer



Zoran Komar,  
v. pred. mr. sc.

## Course Description

The course provides a detailed introduction to the study of the impact that individuals, groups and structure have on behavior in organizations.

It is designed to make students acquainted with the basic understanding of psychology applied in an organizational context and to develop the basic skills required for the application the knowledge acquired. Competences acquired in the course will enable students to understand and motivate individuals and groups in an organization and the ability of effective organizational action. Specific areas covered by the course include the adoption of competence necessary for understanding of individual differences relevant to organizational behavior, job satisfaction, motivation and emotion, perception and decision-making, social influence and group processes, conflict and negotiation, power and authority, leadership, organizational culture, socialization, innovation and changes.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the importance and role of individual differences and perceptions of organizational behaviour.
2. Predict factors that interfere with efficient organizational activity.
3. Assess the social impacts and group processes in an organization.
4. Select interventions to motivate individuals and groups in the organization.
5. Apply methods of effective communication and conflict resolution in the team.
6. Plan interventions aimed at increasing job satisfaction and improving organizational culture.
7. Select interventions aimed at improving the work design
8. Select interventions for successful adaptation to changes and stress management in the workplace.
9. Demonstrate the proposed activities and the results to bot professional and non-professional audience.

## Study Programme Learning Outcomes

### Psychology

Choose models of psychological assessment and counseling in work with individuals, groups and organizations

Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.

Assess one's own oral and written professional communication skills and create complex communications and interdisciplinary cooperation in different

ECTS Credits 4.0

English Level L1

E-learning Level L1 (7%)

Study Hours  
30  
15

Teaching Assistant  
Ivana Kuzman, mag. psych.

### Grading

Attendance 10%, paper 20%, two colloquia or final exam 70%.



professional environments

Assess the compliance of psychological practice with prescribed ethical principles of psychological activity in various areas of theoretical and applied psychology

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities

Self-evaluate responsibility, autonomy and initiative in work

Evaluate different theories, paradigms and methodological approaches in psychology when planning assessment and interventions with individuals, groups and organizations

Value the importance of lifelong professional development

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Develop accountability, autonomy and initiative in one's work.

## Screening of student's work

1.5 ECTS Pohadanje nastave [EN]

0.5 ECTS Kolokviji [EN]

0.5 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

0.5 ECTS Usmeni ispit [EN]

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4 ECTS

## Week by Week Schedule

1. Introduction to the course; Individual differences in organization
2. perception and decision-making
3. Work-groups and teamwork
4. Student papers
5. Human resources
6. Communication in an organization
7. Conflict and negotiations
8. Student papers
9. Leadership
10. Organizational structure and culture
11. Student papers
12. Word design and technology
13. Innovation, change and stress
14. Student papers
15. Concluding lecture

## Literature



*Stephen P. Robbins (2003)*  
*Organisational Behaviour,*  
*New Jersey: Prentice Hall.*



*<http://www.eurofound.europa.eu/publications> - *By subject:*  
*Quality of Work.**

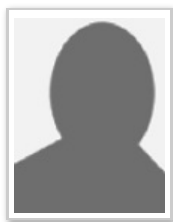
## Similar Courses

» Psychology in Organisations: Engagement, Culture and Leadership, Oxford

# Psychology of profession choices

53800

## Lecturer



Iva Šverko,  
prof. dr. sc.

ECTS Credits 3.0

English Level L1

E-learning Level L2 (20%)

Study Hours 30

## Grading

The rating is assigned based on active participation in class, few short seminars/essays and final exam.

## Course Description

As part of the course, students will learn about the most important theories of vocational choice and career development on which are based programs of career guidance and counseling. They will also become acquainted with a set of procedures, tools and tests that are applied in the process of career guidance and counseling.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define key constructs in the field of psychology in career choice
2. Analyze major theories of career choice and career development
3. Evaluate tools and techniques for career guidance
4. Analyze and evaluate methodological studies in the field of vocational psychology
5. Apply theoretical concepts, tools and techniques in practical work of career counselor
6. Identify problems of vocational guidance in Croatia
7. Analyze career counseling school program for fostering vocational development in schools
8. Analyze personal vocational preferences and learn how to introduce oneself in competitive labor market

## Study Programme Learning Outcomes

Psychology

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

## Screening of student's work

- 0.5 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Pismeni ispit [EN]
- 0.5 ECTS Seminarski rad [EN]

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- 3 ECTS

## Forms of Teaching

- » Predavanja

## Week by Week Schedule

1. Introductory lecture
2. Career planning and professional guidance: who, whom, how?
3. Characteristics of process of career planning and relations thereof.
4. Difficulties in career choices and available options for intervening.
5. Diferentialistic approach to career planning.
6. Web tools for professional guidance
7. Developmental approach to professional development.
8. School programme of professional development - get to know yourself.
9. School programme of professional development - get to know the world of work.
10. School programme of professional development - make a decision.
11. Social context of career planning: theory of limitations and choice.
12. Constructionist approach to the career
13. Writing a CV
14. Job interview
15. Colloquim

## Literature



*Brown, D.; Brooks, L. (1996 ili novije). Career choice and development. San Francisco: Jossey-Bass Publishers.*



*Brown, D. (2003). Career information, career counseling, and career development. Boston: Allyn and Bacon.*



*Šverko, B., Babarović, T.; Šverko, I. (2007). Vrijednosti i uloge u odabiru karijere. Suvremena psihologija, 10 (2), 295-323.*



*Šverko, I. (2003). Profesionalni interesi: određenje, dominantni pogled i nove tendencije. Suvremena psihologija, 6 (1), 129-149.*

# Psychosocial adaptation of Croatian war veterans in war and devastation

188789



## Lecturer



izv. prof. dr. sc.  
Lovorka Brajković

## Course Description

The course is designed to help students to get acquainted through experiential learning with the specificity of the Homeland War and its impact on the veterans' population, their families and the wider community. Experiential learning implies the practical elaboration of specific topics, and also discussions and critical review at the group level. Students will have an opportunity to explore the individual and social perspective and to learn about the possibilities, difficulties and challenges faced by veterans themselves, their families and experts in working with this population. We aim to contribute to a clearer picture of the sacrifice that Croatian war veterans and members of their families have submitted and which many of them still submit today, as well as to contribute by presenting social processes that could improve their present and future.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify and explain the consequences of traumatic experiences, with particular emphasis on war experiences
2. Describe the specificity of the veterans' population in Croatia, the war and postwar experiences that they had, and consequences for their daily life
3. Recognize the difference between scientific facts and myths about posttraumatic stress disorder
4. Argue the effectiveness of various forms of intervention in recovery from traumatic experiences and describe practice in Croatia
5. Describe the experience of spouses and children of Croatian veterans and factors that affecting family relationships
6. Analyze critically the relationship of media and wider society towards the veterans' population
7. Analyze critically and compare the results of Croatian and foreign research in the area of psychosocial adaptation of war veterans, and explain the intercultural similarities and differences
8. Identify the factors that contribute to posttraumatic growth of veterans and to higher quality of their lives in peacetime

## Study Programme Learning Outcomes

Psychology

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Grading

Students will be evaluated on the basis of a seminar work that is based on intervention proposal intended for one of the specific populations that is included in the course content (e.g., wives of war veterans, war veterans with 100% disability, war veterans which became entrepreneur). In the seminar, students should use at least three Croatian and three foreign references, focus on the content of the three lectures, and on basis of that and their own creativity, develop a proposal for an intervention that would improve the quality of life of one (sub)population. For students which are not psychologists, assignments will be redesigned in accordance to their main course (e.g., media presentation of war veterans, historical truth about Homeland war).



## Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Seminarski rad [EN]

3 ECTS

## Forms of Teaching

» Seminar

## Week by Week Schedule

1. Influence of War Traumas on the Population in Croatia
2. Problems of adaptation of Croatian war veterans after the Homeland War
3. Health problems and prevalence of illness and mortality among Croatian war veterans
4. Quality of life after war trauma
5. Similarities and differences between peacetime and war / veteran traumatic experiences and between their consequences
6. Psychosocial interventions - Croatian and international experiences
7. The psychological and social treatments in maintaining the health of Croatian war veterans
8. Psychosocial and spiritual individual approach to Croatian war veterans
9. The importance of family and social support for the psychosocial adaptation of Croatian war veterans
10. Experience and quality of life of the wives of Croatian war veterans
11. Experience and quality of life of children of Croatian war defenders
12. The importance of the media and the wider social context in the re-socialization of Croatian war veterans
13. Methods of destigmatisation and prevention of retraumatisation of Croatian war veterans
14. Finding the meaning of lived experiences of war and their consequences, and post-traumatic growth of Croatian war veterans
15. The successes and achievements of Croatian war veterans in peacetime life

## Literature



Braš, M., Milunović, V., Boban, M., Brajković, L., Benković, V., Đorđević, V. i Polašek, V. (2011). *Quality of life in Croatian Homeland war (1991 -1995) veterans who suffer from post-traumatic stress disorder and chronic pain.*, Health and Quality of Life Outcomes



Jakovljević, M., Brajković, L., Jakšić, N., Lončar, M., Aukst Margetić, B. i Lasić, D. (2012). *Posttraumatic stress disorder (PTSD) from different perspectives: a transdisciplinary integrative approach.*, Psychiatria Danubina, 24 (3)



Šučurović, S., Mikloušić, I. i Knežević, M. (2017). *Psihosocijalna prilagodba hrvatskih branitelja – Individualna i društvena perspektiva*, Biblioteka Studije, Zagreb

## Similar Courses

- » Stres i psihotrauma, Oxford

# Psychotherapy Modalities

53871

## Lecturer



doc. dr. sc.  
Jelena Maričić

## Course Description

The course is developed to introduce students with basic principles of psychotherapy process and various approaches to psychotherapy practice.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Assess the characteristics of psychotherapy process
2. Assess different aspects of professional responsibilities of psychotherapist.
3. Distinguish specificities of particular psychotherapy approaches and methods.
4. Distinguish psychotherapy from clinical psychology and psychiatry.
5. Argue importance of psychotherapy methods in protection of mental health.
6. Judge ethical questions in psychotherapy profession.

## Study Programme Learning Outcomes

### Psychology

Choose models of psychological assessment and counseling in work with individuals, groups and organizations

Evaluate different theories, paradigms and methodological approaches in psychology when planning assessment and interventions with individuals, groups and organizations

Value the importance of lifelong professional development

## General Competencies

Evaluate different theories, paradigms and methodological approaches in psychology in the planning of assessments and interventions with individuals, groups and organizations.

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Appraise the outcomes and consequences of personal practice, as well as the professional competences, knowledge and skills in accordance with the changes and the standards of the profession, as well as national and European regulations.

Support collaboration in interdisciplinary team work and establish constructive professional relationships with experts from associated disciplines.

ECTS Credits 4.0

English Level L1

E-learning Level L2

Study Hours  
30  
15Teaching Assistant  
Katarina Jelić, mag. psych.

### Grading

Group tasks – 15%, Seminar – 15%, Final exam – 70%

## Screening of student's work

- 0.8 ECTS Pohadanje nastave [EN]
- 1.8 ECTS Pismeni ispit [EN]
- 0.7 ECTS Seminarski rad [EN]
- 0.7 ECTS Praktični rad [EN]

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- 4 ECTS

## Forms of Teaching

- » Predavanja
  - » two classes per week
- » Seminar
  - » one class per week

## Week by Week Schedule

1. Definition of psychotherapy
2. Psychotherapist as a person and professional
3. Ethical questions in psychotherapy practice
4. Psychodynamic approaches (1)
5. Psychodynamic approaches (2)
6. Transactional analysis
7. Gestalt therapy
8. Reality therapy
9. Behavioral and Cognitive-behavioral therapy
10. Logotherapy and existential analysis
11. Couple therapy
12. Systemic family therapy
13. Contemporary psychotherapy approaches (1)
14. Contemporary psychotherapy approaches (2)
15. Education of psychotherapy in Croatia

## Literature



Corey, G. (2004). *Teorija i praksa psihološkog savjetovanja i psihoterapije*, Naklada Slap



Frankl, V. E. (2010). *Čovjekovo traganje za smislom*, Planetopija



Jukić, V. i Pisk, Z. (2008). *Psihoterapija - škole i psihoterapijski pravci u Hrvatskoj danas*, Medicinska naklada

## Similar Courses

- » Psihološko savjetovanje, Oxford

# Public Promotion of Science

57236



## Lecturer



doc. dr. sc.  
Jelena Jurišić

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours 15

15

Teaching Assistant  
mr. sc. Duje Bonacci

### Grading

25% seminar work, 25% essay,  
50% exam.

## Course Description

The aim of the course is to enable the students to adopting the theoretical and analytical framework for the understanding of science as a specific human activity aimed at developing credible convictions (insights) about the physical and social phenomena. In this context, the course has the additional aim of teaching students to devise and plan activities for public promotion of science.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the links and differences between lay (i.e. non-scientific) and science-based convictions
2. Specify and describe the fundamental determinants of the methodology of scientific research (as opposed to the lay experience of the world)
3. List and describe the elements of scientific research systems and their interrelationships
4. Explain the role of science as a human activity in the wider social and cultural context
5. Plan practical activities in public promotion of science

## Study Programme Learning Outcomes

Communication Studies

## General Competencies

Define, describe and evaluate methods of promotion of science and their central problems. Define and explain the role of science as a human activity in the wider social and cultural context. Apply, classify and distinguish professional terminology. Expertly and professionally apply the acquired specialist theoretical and practical knowledge in public relations. Identify, distinguish, evaluate and critically assess media content and its impact on the attitudes, behavior and decisions of individuals, audience and the society as a whole.

## Week by Week Schedule

1. Man's experience of the world. What is knowledge? The problem of demarcation in classical epistemology
2. The cybernetic concept of knowledge. Knowledge and doing. The three components of knowledge
3. Evolutionary role of curiosity. Sources of beliefs

4. Language as a tool of cognition. Cooperation, language and speech. Structuring the experience and consideration (personal use of language)
5. Philosophy of scientificity. Naturalism. Basic assumptions
6. Emergent-cognitive universe
7. Elements of science research methodology. The basic principles
8. Models as the foundation of the explanation scientificity. General tools of scientific modeling
9. Research narratives. Theories, paradigms, worldviews and ideologies. Scientificity and narrativity
10. Sociology and economics of research. Sociology of social practices. From philosophy to sociology of science
11. Bourdieu's model of social practices. Fields of practice in research. Basic features of research fields
12. Institutions of research fields. Economics of research. Research resources
13. Organization of research  
The system of financing of scientific research
14. Science and society. Political decision-making about public matters. Bases for decisions. Science and deciding. The question of expertise
15. Promotion of expertise in deciding. Popularization. Lobbying

## Literature



Sismondo, Sergio (2010). *An Introduction to Science and Technology Studies (2nd ed.)*, Wiley-Blackwell, Chichester



*Materijali s predavanja koji se svake godine obnavljaju s aktualnostima*

# Public Relations Practicum

64753



## Lecturer



Ivana Jeleč,  
pred.

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours 30

## Grading

The final mark is based on student work during the semester, the quality of the written strategic communication plan, the persuasiveness of the final presentation and the argued defense of the project on the oral exam.

## Course Description

Public Relations Practicum was conceived as a course which through interactive work, individual and in groups, connects previously mastered theoretical and practical knowledge with the requirement of performing professional tasks in the future working environment. The Practicum covers various writing skills, strategic planning, organisation, practical approach to the issues of PR and simulations of real situations from the (future) working environment. The course expects active participation because it includes an introduction in which the students will be given advice on the subject and a practical part in which the students will be required to carry out exercises and simulations.

The course includes a final assignment / project on the topic chosen by individual students, and based on the provided instructions. The assignment can be of any form and content which fall under the practical application of public relations.

The final assignment serves as the basis of the final grade and periodical tasks are also taken into consideration for this purpose.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Evaluate the actual situation in which the organization-client is situated
2. Identify and categorize the organization's public and then choose the key public
3. Apply research methods in analysis of the organization and key public
4. Create goals and objectives of a strategic communication plan
5. Create strategy and design appropriate tactics for the communication plan
6. Plan a timeline for tactics and make a communication plan budget
7. Create a written communication plan and then present and defend it
8. Apply the ethical principles of profession in creating a strategic communication plan

## Study Programme Learning Outcomes

### Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Develop oral and written communication skills

Develop competences in professional and interdisciplinary teamwork

## General Competencies

Apply, classify and distinguish professional terminology used in the public relations practice; Expertly and professionally apply the acquired specialist and practical knowledge to working in public relations; Demonstrate accountability, professional ethics, autonomy and initiative in work; Apply skills of verbal and written communication and presentation skills in the Croatian language ;

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Usmeni ispit [EN]

2 ECTS Projekt [EN]

5 ECTS

## Forms of Teaching

» Vježbe u praktikumu

» In each class, each of the six teams presents and explains to colleagues the exercise performed according to the given instructions. After discussion and received suggestions how to improve the exercise, students receive instructions for a new assignment. Each exercise is a part of a strategic communication plan that each team create on the assigned theme. Every week, students prepare and present new exercise.

## Week by Week Schedule

1. Introductory discussion of course content, divide into six teams, divide topics for a strategic communication plan for each team and define how to create and present exercise.
2. I. RESEARCH: 1) Analysis of the situation.  
Determining a problem (or opportunity):  
a) a finding (value judgment) that something is wrong or that it will soon be wrong  
b) Problem description:  
WHAT is the cause/ WHERE is this problem/WHEN is this problem/WHO is involved or affected/HOW is involved or affected/WHY is the concern of the organization and its public?
3. I. RESEARCH 2) Analysis of the organization: A) INTERNAL ENVIRONMENTAL ANALYSIS  
Answer the following key questions:  
What is the quality of services / products the organization offers?  
What is the particularity of the organization in relation to the others in the same sector?  
What is the mission/purpose of the organization?  
How does the problem/opportunity fit into an organization's mission?  
What are the communication and financial resources available?  
What kind of obstacles in the internal environment are encountered PR professionals?



4. 1. RESEARCH 2) Organization Analysis: B) ANALYSIS OF PUBLIC PERCEPTION  
 Answer the following key questions:  
 What is organization's visibility: how many people know the organization, what do they know about how accurate this information is?  
 What is organization's reputation: how do people value what they see/hear about the organization? How do you intend to influence on the reputation?
5. 1. RESEARCH 2) Organization Analysis: C) ANALYSIS OF EXTERNAL ENVIRONMENT  
 Answer the following key questions:  
 Who supports the organization? What is known about supporters?  
 Who is the main competitor to the organization? What is known about the competition?  
 Are there (significant) opponents of the organization? What is known about the opponents?  
 Is there anything in the environment that could limit the success of a communication plan?
6. 1. RESEARCH 3) Public analysis: a) identify publics by key categories; b) determine key publics for a strategic communication plan.
7. 1. RESEARCH 3) Analysis of publics: c) analysis of key public with regard to:  
 1) project; 2) organization; 3) communication behavior; 4) psychological and character performances; 5) demographic characteristics.
8. 2. PLANNING 1) Define goals with regards to reputation, to relationship and/or to management task.  
 Define objectives with regard to awareness, acceptance and action.
9. 2. PLANNING: 2) create a strategy for achieving the goals and objectives of a strategic communication plan.
10. 2. PLANNING/STRATEGY: 3) Develop strategic message for a communication plan:  
 I. Suggest the source of information: who are suitable people to present the message?  
 II. Determine the appeal of messages: which appeals will the message use?  
 III. Develop verbal and nonverbal communication: design arguments/evidence and their order; create message content; create nonverbal communication.  
 IV. Design a slogan.
11. 3. ACTION/TACTICS: 1) Select communication tactics in accordance with the designed strategy and set goals and objectives of the strategic communication plan.  
 Choose:  
 a) tactics of interpersonal communication,  
 b) tactics for owned media,  
 c) tactics for earned media,  
 d) advertising and promotional tactics.
- For each selected tactic, determine:  
 Periodicity: how many times to repeat a certain tactic?  
 Tasks: determine the tasks needed to realize for each tactic.  
 Time: determine the time needed for realizing the selected tactics; match the time limit set by goals.  
 Responsibilities: determine persons needed to accomplish the selected tactics.
12. 3. ACTION/TACTICS: 2) Implementation: A) Provide a schedule for each campaign tactics  
 In the TABLE format, show the timeline of tactics. Match the time limit set by goals.
13. 3. ACTION/TACTICS: 3) Implementation: B) CAMPAIGN BUDGET:  
 Make a budget according to tactics.  
 Make budget according to: staff, materials, costs of media, equipment and space, administration.  
 Make the total budget: what is the total cost of the project?

14. 4. EVALUATION: 1) Evaluation of strategic plan:  
Design the measurement of output message goals: message production, message distribution, message costs;  
Design the measurement of objectives regarding the knowledge: exposure of a message, content analysis of the message, distinctiveness of the message;  
Design the measurement of objectives regarding the acceptance: feedback from the key publics, comparison of the results obtained with the goals and objectives;  
Design the measurement of objectives regarding the action: audience participation, direct observation of results.
15. Instructions for final written strategic communication plan, instructions for final presentation and defense of the strategic communication plan.

## Literature



Smith, R. D. (2017). *Strategic planning for public relations*, Routledge



Broom, G. M. (2010). *Cutlips&Centers Učinkoviti odnosi s javnošću*, Mate



van Ruler, B.; Tkalac Verčić, A.; Verčić, D. (ur.) (2010). *Mjerenje i evaluacija u odnosima s javnošću*, Taylor & Francis / HUOJ

# Qualitative Methodology

214136



## Lecturer



doc. dr. sc.  
Marica Marinović  
Golubić

## Course Description

The aim of the course is to acquaint students with the peculiarities of qualitative methodology, the reasons and conditions for its application in sociology, and, through exercises, to train them to conduct their own qualitative research.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Develop a qualitative research design and conduct your own research
2. Create qualitative research instruments (observation form, guide for individual interviews and focus groups)
3. Distinguish between different types of sampling specific to qualitative research.
4. Apply qualitative scientific methods in practice: observation, individual interview and focus group
5. Explain the results of qualitative research
6. Write a research report
7. Use a reflective research approach
8. Apply ethical standards in scientific research

## Study Programme Learning Outcomes

### Sociology

- Implement an appropriate method to research social phenomena
- Create a project proposal
- Explain the role of sociology in society
- Organize data to create strategies
- Apply qualitative and quantitative data processing programs
- Differentiate sampling methods for social research
- Apply social research methods in labor market analyses
- Evaluate appropriate ways of intervention of a certain social issue
- Understand the social mechanisms of interaction
- Develop and select different problem-solving strategies
- Compare different theoretical traditions in sociology

ECTS Credits 6.0

English Level L1

E-learning Level L1 (1%)

Study Hours  
30  
30

### Grading

Attending lectures: 10 points  
Participation in classes: 10 points  
Written exam: 50 points  
Research report (conducted research): 30 points



## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 1,5 ECTS Istraživanje [EN]
- 1,5 ECTS Referat [EN]

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- 6 ECTS

## Week by Week Schedule

1. Introductory lecture - outline curriculum, introduction to the course.  
Exercises: Comparison of qualitative and quantitative methodological approach through the analysis of two scientific articles; Division into research teams to work on research projects
2. Specifics of qualitative research. Exercises: Ethical dimensions of research and informed consent
3. Outline of qualitative research. Exercises: Choosing a research topic
4. Terrain - arrival and departure. Exercises: Instructions for browsing the literature; Defining the research question
5. Case study; Qualitative methods of data collection. Exercises: Presenting a report on the literature read; Defining the aim and purpose of the research
6. Focus group. Exercises: Choosing a research method
7. Interview. Exercises: Work on a template for an interview or focus group
8. Participant observation. Exercises: Field notes - description
9. Sample and sampling in qualitative research. Exercises: Defining the research sample; Exercises: Transcribing, types of transcripts
10. Visual data and qualitative research. Exercises: Coding
11. Qualitative data analysis I. Exercises: Displaying qualitative data; Creation of matrices and networks
12. Qualitative data analysis II. Exercises: Writing a research report, report elements
13. Drawing conclusions in a qualitative study. Exercises: Presentation of student research I
14. Qualitative research in the context of social sciences. Mixed methodology. Exercises: Presentation of student research II
15. Repetition for the exam - quiz. Exercises: Presentation of student research III

## Literature



Milas, G. (2005). *Istraživačke metode u psihologiji i drugim društvenim znanostima*, Naklada Slap



Yin, K. R. (2011). *Qualitative Research from Start to Finish*, Guilford Press

# Qualitative Methodology

215065



## Lecturer



doc. dr. sc.  
Marica Marinović  
Golubić

ECTS Credits 3.0

English Level L1

E-learning Level L1 (1%)

Study Hours  
15  
30

## Grading

Attending lectures: 10 points  
Participation in classes: 10 points  
Written exam: 50 points  
Research report (conducted research): 30 points

## Course Description

The aim of the course is to acquaint students with the peculiarities of qualitative methodology, the reasons and conditions for its application in sociology, and, through exercises, to train them to conduct their own qualitative research.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Develop a qualitative research design and conduct your own research
2. Create qualitative research instruments (observation form, guide for individual interviews and focus groups)
3. Distinguish between different types of sampling specific to qualitative research.
4. Apply qualitative scientific methods in practice: observation, individual interview and focus group
5. Explain the results of qualitative research
6. Write a research report
7. Use a reflective research approach
8. Apply ethical standards in scientific research

## Study Programme Learning Outcomes

Dual-major studies

Sociology

- Analyze the social effects of certain globalization processes
- Implement an appropriate method to research social phenomena
- Create a project proposal
- Apply qualitative and quantitative data processing programs
- Interpret certain social processes using knowledge of sociological theories
- Compare different theoretical traditions in sociology

## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 0.5 ECTS Istraživanje [EN]
- 0.5 ECTS Referat [EN]
- 3 ECTS

## Week by Week Schedule

1. Introductory lecture - outline curriculum, introduction to the course.  
Exercises: Comparison of qualitative and quantitative methodological approach through the analysis of two scientific articles; Division into research teams to work on research projects
2. Specifics of qualitative research. Exercises: Ethical dimensions of research and informed consent
3. Outline of qualitative research. Exercises: Choosing a research topic
4. Terrain - arrival and departure. Exercises: Instructions for browsing the literature; Defining the research question
5. Case study; Qualitative methods of data collection. Exercises: Presenting a report on the literature read; Defining the aim and purpose of the research
6. Focus group. Exercises: Choosing a research method
7. Interview. Exercises: Work on a template for an interview or focus group
8. Participant observation. Exercises: Field notes - description
9. Sample and sampling in qualitative research. Exercises: Defining the research sample; Exercises: Transcribing, types of transcripts
10. Visual data and qualitative research. Exercises: Coding
11. Qualitative data analysis I. Exercises: Displaying qualitative data; Creation of matrices and networks
12. Qualitative data analysis II. Exercises: Writing a research report, report elements
13. Drawing conclusions in a qualitative study. Exercises: Presentation of student research I
14. Qualitative research in the context of social sciences. Mixed methodology. Exercises: Presentation of student research II
15. Repetition for the exam - quiz. Exercises: Presentation of student research III

## Literature



Milas, G. (2005). *Istraživačke metode u psihologiji i drugim društvenim znanostima*, Naklada Slap



Yin, K. R. (2011). *Qualitative Research from Start to Finish*, Guilford Press

# Qualitative Research Methods in Communication Sciences

118528



## Lecturer



izv. prof. dr. sc.  
Ivan Burić

ECTS Credits 5.0

English Level L2

E-learning Level L2 (20%)

Study Hours

15

15

## Grading

60% written exam, 20% term paper, 20% attendance.

## Course Description

The aim of the course is to introduce students to the basic qualitative methods used in scientific research of media and communications through theoretical lectures and deepen the acquired theoretical knowledge about the methods of the seminar.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define and describe the types of qualitative research methods
2. Argue for or against the choice and use of research methods
3. Apply research methods
4. Analyze and interpret data
5. Demonstrate research results

## Study Programme Learning Outcomes

### Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Develop competences in professional and interdisciplinary teamwork

## General Competencies

The course allows students to acquire basic theoretical knowledge of qualitative research methods and after graduation acquirement can be expressed and applied in their scientific work (research) in the field of communications.

## Screening of student's work

2 ECTS Kolokviji [EN]

3 ECTS Projekt [EN]

5 ECTS

## Week by Week Schedule

1. Purpose and aims of course. Basic concepts of qualitative methods in social sciences, differences between quantitative and qualitative research methods.
2. Theoretical foundations of qualitative research methods: Hermeneutics, phenomenology, ethnomethodology, symbolic interactionism, Chicago sociological school
3. Grounded Theory: Basic principles of grounded theory, grounded theory as a theoretical source of legitimacy of qualitative research methods, theoretical sampling, coding, construction of theoretical concepts on the basis of data
4. Basic principles of sampling and the concept of validity in qualitative research: Sampling in qualitative researches, types of samples in qualitative researches, the concept of validity in qualitative research methods
5. Observations and visual methods: Basic features of observation as research methods, types of observations, conducting of research by observation, visual methods.
6. Interview: Typical purposes of interview, preparing research, design research - regularity in conducting research by interview, data interpretation.
7. Focus groups: What are focus groups? The main benefits of the method, methodological and theoretical reasons of using focus groups, a guide in the focus groups, the role of moderator and the basic principles of moderation, projective techniques - the role and purpose.
8. Ethnographic Research: Ethnography: definition, the characteristics of the method, process of the method, examples of ethnography.
9. Qualitative content analysis: Definition, the characteristics of the method, process of the method, examples of qualitative content analysis.
10. Case Study: A case study: definition, characteristics of the method, advantages and disadvantages of the method;
11. Seminar: Observations and visual methods
12. Seminar: Interview
13. Seminar: Focus groups
14. Seminar: Case study
15. Mixed Methods Research: What are mixed research methods, basic benefits, examples

## Literature



Halmi, Aleksandar (1996). *Kvalitativna metodologija u društvenim znanostima*, Pravni fakultet, Sveučilište u Zagrebu



Milas, Goran (2009). *Istraživačke metode u psihologiji i drugim društvenim znanostima*, Naklada Slap





Halmi, Aleksandar, Crnoja, Josip (2003). *valitativna istraživanja u društvenim znanostima i humanoj ekologiji.*, Socijalna ekologija. Vol 12, br. 3.-4.



Tomić Koludrović, Inga, Leborić, Anči (2003). *Sociologija životnog stila*, Jesenski i Turk



Jeđud, Ivana (2007). *Alisa u zemlji čuda – kvalitativna metodologija i metoda utemeljene teorije*, Hrvatska revija za rehabilitacijska istraživanja. Vol 24., br. 2.



Skoko, Božo, Benković, Vanesa (2009). *Znanstvena metoda fokus grupa – mogućnosti, i načini primjene*, Politička misao, Vol 46, br. 3.

# Quantitative methodology

211174

## Lecturer



izv. prof. dr. sc.  
Ivan Balabanić

## Course Description

The main goal of the course is to provide a review of all the phases of scientific research - from conceptualization through the operationalization to realization of the research field.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Use the quantitative methodology in the social research
2. Describe the advantages and disadvantages of the kvantitativne methodology
3. Explain the relationship between the theoretical and empirical background of the social research
4. Explain the quantitative methodology in all the phases of the research
5. Describe the quantitative methodology as a unavoidable tool for understanding the social world

## Study Programme Learning Outcomes

Dual-major studies

Sociology

- Analyze the social effects of certain globalization processes
- Implement an appropriate method to research social phenomena
- Create a project proposal
- Describe demographic processes
- Apply qualitative and quantitative data processing programs
- Interpret certain social processes using knowledge of sociological theories
- Compare different theoretical traditions in sociology

## Screening of student's work

- 0.5 ECTS Pohađanje nastave [EN]
- 0.5 ECTS Istraživanje [EN]
- 0.5 ECTS Seminarski rad [EN]
- 1 ECTS Usmeni ispit [EN]
- 0.5 ECTS Praktični rad [EN]
- 3 ECTS

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours  
15  
30

## Grading

Seminar and project paper,  
conducting a research,  
development of the research  
report, oral exam



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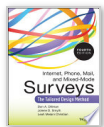
## Literature



Vesna Lamza (2004). *Metode društvenih istraživanja (skripta)*, Institut Ivo Pilar



John W. Creswell (2013). *Research Design*, SAGE



Don A. Dillman, Jolene D. Smyth, Leah Melani Christian (2014). *Internet, Phone, Mail, and Mixed-Mode Surveys*, John Wiley & Sons

## Similar Courses

» -, Oxford

# Quantitative Research Methods

144629



## Lecturer



doc. dr. sc.  
Dario Pavić

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours  
30  
30

## Grading

Oral and written exam,  
obligatory class attendance,  
written assignment.

## Course Description

Course description

e-learning level I

english level I

## Competency

Upon successfully passed exam students will be able to

Apply the advanced statistical terms and information.

Design a research project.

Organize the implementation of a research project.

Use the computer software for the analyses of quantitative data.

Outline causal relationships between the social phenomena.

Develop the research question on the subject process phenomena of social interest.

Choose the adequate methodological approach or the combination of approaches in investigation of the social phenomena.

Evaluate published sociological research with suggestions of possible improvements.

Write a comprehensive research report in the appropriate disciplinary style and discourse.

## Learning Outcomes

1. Explain the logic and phases of quantitative social research
2. define preliminary design of survey and other quantitative research



3. plan and design procedures for the implementation of qualitative research
4. practice fieldwork and analyses of data and interpret results, write report
5. analyze metrical characteristics of the conducted research and critically evaluate its advantages and shortcomings

#### Week plan

1. Lecture Characteristics of quantitative research methods; survey

Excercise Selection of survey topic

2. Lecture Introduction to survey method

Excercise Development of research design

3. Lecture Questionnaire

Excercise Planning and conducting of orientation research

4. Lecture Questionnaire

Excercise Operationalization

5. Lecture Sample

Excercise Creating questionnaire

6. Lecture Sample

Excercise Pilot research, finishing questionnaire

7. Lecture Survey techniques

Excercise Planning the sample

8. Lecture Survey techniques

Excercise Operationalization of the sample

9. Lecture Survey techniques

Excercise Preparing conduction of the fieldwork

10. Lecture Data analyses planning, data presentation, report construction

Excercise Data analyses, data presentation

11. Lecture Measurment characteristics of survey, errors and biases

Excercise Making report on survey results

12. Lecture Content analysis

Excercise Selection of content analysis topic; making of research design, preliminary analyses

13. Lecture Analytical matrix

Excercise Designing analytical matrix

14. Lecture Sample in content analysis

Excercise Sampling, analyzing

15. Lecture Analysis of redundancy, making report

Excercise Data analyses, reporting on results

Grading

Oral and written exam, obligatory class attendance, written assignment.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the logic and phases of quantitative social research
2. Define preliminary design of survey and other quantitative research
3. Plan and design procedures for the implementation of qualitative research
4. Practice fieldwork and analyses of data and interpret results, write report
5. Analyze metrical characteristics of the conducted research and critically evaluate its advantages and shortcomings
6. Plan and design the presentation of the analyzed data

## Study Programme Learning Outcomes

Sociology

- Implement an appropriate method to research social phenomena
- Create a project proposal
- Explain the role of sociology in society
- Organize data to create strategies
- Apply qualitative and quantitative data processing programs
- Differentiate sampling methods for social research
- Apply social research methods in labor market analyses
- Evaluate appropriate ways of intervention of a certain social issue
- Understand the social mechanisms of interaction
- Develop and select different problem-solving strategies
- Compare different theoretical traditions in sociology

## General Competencies

Upon successfully passed exam students will be able to:

Apply the advanced statistical terms and information.

Design a research project.

Organize the implementation of a research project.

Use the computer software for the analyses of quantitative data.

Outline causal relationships between the social phenomena.

Develop the research question on the subject/process/phenomena of social interest.

Choose the adequate methodological approach or the combination of approaches in investigation of the social phenomena.

Evaluate published sociological research with suggestions of possible improvements.

Write a comprehensive research report in the appropriate disciplinary style and discourse.

## Screening of student's work

- 2 ECTS Pohađanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 2 ECTS Praktični rad [EN]
- 1 ECTS Literature
- 6 ECTS

## Forms of Teaching

- » Predavanja
  - » Lectures are held once a week for two hours
- » Auditorne vježbe
  - » Practice is held once a week for two hours

## Week by Week Schedule

1. Lecture: Characteristics of quantitative research methods; survey  
Excercise: Selection of survey topic
2. Lecture: Introduction to survey method  
Excercise: Development of research design
3. Lecture: Questionnaire  
Excercise: Planning and conductiong of orientation research
4. Lecture: Questionnaire  
Excercise: Operationalization
5. Lecture: Sample  
Excercise: Creating questionnaire
6. Lecture: Sample  
Excercise: Pilot research, finishing questionnaire
7. Lecture: Survey techniques  
Excercise: Planning the sample
8. Lecture: Survey techniques  
Excercise: Operationalization of the sample
9. Lecture: Survey techniques  
Excercise:Preparing conduction of the fieldwork
10. Lecture: Data analyses planning, data presentation, report construction  
Excercise: Data analyses, data presentation
11. Lecture: Measurment characteristics of survey, errors and biases  
Excercise: Making report on survey results
12. Lecture: Content analysis  
Excercise:Selection of content analysis topic; making of research design, preliminary analyses
13. Lecture: Analytical matrix  
Excercise: Designing analytical matrix
14. Lecture: Sample in content analysis  
Excercise: Sampling, analyzing
15. Lecture: Analysis of redundancy, making report  
Excercise: Data analyses, reporting on results

## Literature



Lamza-Posavec, V. (2010),  
*Kvantitativne metode  
istraživanja (skripta)*, Zagreb:  
Hrvatski studiji, str. 1-115.



Lamza-Posavec, V. (2004),  
*Metode društvenih  
istraživanja (Skripta)*, Zagreb:  
Hrvatski studiji, str. 71-172.



*Fowler, F. J. (1993), Survey Research Methods, Newbury Park: Sage Publications, str. 1-148.*



*Babbie, E. (2002), The practice of social research, Belmont: Wadsworth Publishing Company, str. 159-199, 233-262, 267-289.*



*Schutt, R. K. (1996), Investigating the Social World, The Proces and Practice of Research, Thousand Oaks: Pine Forge Press, Sage Publications Company, str. 3-305.*

### Similar Courses

» QUANTITATIVE SOCIOLOGICAL METHODS, Oxford



# Quantitative Research Methods in Communication Sciences

118527



## Lecturer



izv. prof. dr. sc.  
Ivan Burić

ECTS Credits 5.0

English Level L2

E-learning Level L2 (20%)

Study Hours

15

15

## Grading

60% written exam, 20% term paper, 20% class attendance

## Course Description

There are two basic aims of course. First aim of the course is to introduce students to the basic quantitative methods used in scientific research of media and communications through theoretical lectures and deepen the acquired theoretical knowledge about the methods of the seminar.

Second aim of the course is to prepare students for conducting research by quantitative methods (questionnaire, content analysis) and familiarize them with basic procedures of data processing in SPSS.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define and describe all types of quantitative research methods
2. Argue for or against the choice and use of research methods
3. Apply research methods
4. Analyze and interpret data
5. Demonstrate research results

## Study Programme Learning Outcomes

### Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Develop competences in professional and interdisciplinary teamwork

## General Competencies

The course allows students to acquire basic theoretical knowledge of qualitative research methods and after graduation acquirement can be expressed and applied in their scientific work (research) in the field of communications.

## Screening of student's work

3 ECTS Esej [EN]  
 2 ECTS Kolokviji [EN]  
 5 ECTS

## Week by Week Schedule

1. Course introduction and basic research questions appropriate in context of quantitative research methods
2. The basic principles of quantitative research methods in the social sciences.
3. What is the measure? What is the measuring instrument in the social sciences? Direct vs. indirect measurement. The characteristics of social phenomena and problems in their measurement. The concept of variable and function variables in the study. Scales and scaling.
4. Theory testing and quantitative methods of research. How to test the theories? Operationalization and building of a system of empirical indicators. Examples of operationalization.
5. Creation of Likert scale
6. Measurement errors and their characteristics: Random and systematic error, the validity of the measurement and the type of validity, reliability, reliability tests
7. Data Base Preparation: Creation of data matrix, data input in SPSS, defining of variables and Add preparing data for statistical processing.
8. Basic of descriptive statistic: Mean, median, mode, variance, standard deviation,
9. Data processing in SPSS I: Tables of frequencies, measure of central tendency
10. Data processing in SPSS II: Crosstabs, tests of statistical differences (t-test, analysis of variance)
11. Data processing in SPSS III: Correlation, examples of regression and factor analysis
12. Experiment: definition, advantages and disadvantages of lab experiment, the basic techniques of the experiment;
13. Perform experiments, draft and structure of the experiment
14. Longitudinal research-quantitative perspective: development, types of longitudinal research
15. Presentation of results, replication of the studies;

## Literature



Milas, Goran (2009). *Istraživačke metode u psihologiji i drugim društvenim znanostima*, Naklada Slap



Halmi, Aleksandar (1999). *Temelji kvantitativne analize u društvenim znanostima*, Alinea



Mejovšek, Mirko (2003). *Uvod u metode znanstvenog istraživanja*, Naklada Slap



# Reasoning and rationality

187912



## Course Description

Course objectives:

1. analyze the main issues related to the generation, structure and attribution of inferential justification and inferential knowledge,
2. explain the main types of reasoning as cognitive and inferential processes in the correlation with corresponding deductive (logical) as well as inductive and probabilistic forms of inference (argument),
3. analyze some psychological research results and major theories of reasoning and rationality,
4. enable students for understanding and analyzing those problems and theories,
5. improve students' analytical and argumentation skills.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze the main epistemological problems and epistemic paradoxes related to inferential knowledge.
2. Explain the relevant results of experimental research into the inferential practice.
3. Classify heuristics and cognitive biases.
4. Describe the differences and the relatedness between practical and theoretical rationality.
5. Distinguish between descriptive and normative levels of the study of reasoning.
6. Explain the relation between logic and psychology of reasoning.
7. Evaluate various explanations and theories of rationality (ecological vs. standard conception)-
8. Describe the main elements of dual process theory.

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Formulate different arguments, possible contradictions and construct counterexamples

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Create written and oral presentations of complex academic and non-academic content

Explain the specifics of contemporary philosophical disciplines and their development

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15  
15

### Grading

On the basis of the seminar presentation (33,33%), and two tests (66,66%) or written exam.

## Screening of student's work

2 ECTS Kolokviji [EN]

1 ECTS Referat [EN]

3 ECTS

## Forms of Teaching

### » Predavanja

» Presenting and explaining the main problems and theories in the field of psychology and epistemology of reasoning, as well as theories of rationality, and the role of logical norm in reasoning.

### » Seminar

» Analyzing epistemic and logical paradoxes of reasoning, as well as arguments for and against various theories of reasoning and rationality.

## Week by Week Schedule

1. Introduction to reasoning and rationality: main problems (1+1).
2. Types of reasoning: deductive, inductive and abductive (1+1).
3. The problem of the justification of induction (I): theories of justification of induction (1+1).
4. The problem of the justification of induction (II): epistemic paradoxes of induction (1+1).
5. The problem of the epistemic function of deduction (I): paradoxes of deduction, logical and epistemic anomalies of deduction (1+1).
6. The problem of the epistemic function of deduction (II): the problem of epistemic closure and closure principle (1+1).
7. Test
8. Psychology of inductive reasoning: heuristics (1+1).
9. Psychology of deductive reasoning (I): selection task (1+1).
10. Psychology of deductive reasoning (II): ecological rationality - domain specificity of reasoning (1+1).
11. Psychology of deductive reasoning (III): ecological rationality - 'smart' heuristics (1+1).
12. Descriptive and normative aspects of reasoning - theoretical and practical rationality (1+1).
13. Dual process theories (1+1).
14. Test
15. Concluding discussion (1+1).

## Literature



Sekulić, Dragana (2016). *Psihologija zaključivanja i logika*, KruZak: Zagreb



Čuljak, Zvonimir (ur.) (2015). *Znanje i epistemičko opravdanje*, Ibis grafika: Zagreb

## Similar Courses

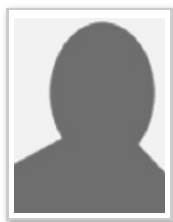
» Rationality, Logic and Reasoning, Sveučilište u Stockholmu, Oxford

# Regional Demography

253112



## Lecturer



Sanja Klempić  
Bogadi,  
izv. prof. dr. sc.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

## Grading

Regular attendance, essay writing, project creation and presentation, oral exam.

## Course Description

Introduce students to methods of regionalization and the role population plays in their creation.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain criteria and methods of regionalization
2. Explain the role of population in spatial relations and processes relevant for establishing various types of regionalisation
3. Explain functioning of city regions
4. Explain a central role of of settlements and to explain the role of central settlements of different hierarchical order in demographic and total development of local regions
5. Explain nodal-functional regionalization of space

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

Demonstrate the ability for scientific conceptualization of the topic and write and present scientific papers.

Use statistical, quantitative, graphic and geographic software packages

Develop a critical attitude towards statistical data and literature relevant to research on the population and Croatian emigration

Develop the ability to terminologically understand demographic and immigrant terms in students

Develop a scientifically independent opinion on demographic and emigrant issues

### Dual-major studies

## Screening of student's work

0.5 ECTS Pohadanje nastave [EN]

0.5 ECTS Esej [EN]

1 ECTS Usmeni ispit [EN]

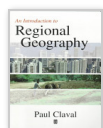
1 ECTS Projekt [EN]

3 ECTS

## Week by Week Schedule

1. Introductory class
2. The concept of region
3. Regionalization
4. Regional science
5. Regional identity
6. Regionalism
7. Statistical regions in the European Union
8. Regional disparities in demographic processes in the EUropean Union
9. Historical overview of the development of administrative-territorial regionalization of Croatian space
10. Conditional-homogeneous and nodal-functional regionalization of Croatia
11. Urban spatial structure
12. City and surrounding area
13. City regions
14. Islands in Croatia
15. Hilly-mountain areas in Croatia

## Literature



Claval, Paul (1998). *An Introduction to Regional Geography*, Wiley-Blackwell, Oxford



Magaš, Damir (2003). *Contemporary aspects of the geographical regionalization and administrative territorial organization of Croatia*, Geoadria, 8 (1)



Vresk, Milan (2002). *Grad i urbanizacija: Osnove urbane geografije*, Školska knjiga, Zagreb



Paasi, Anssi; John Harrison, John; Jones, Martin (ur.) (2018). *Handbook on the Geographies of Regions and Territories*, Edward Elgar Publishing



Blaće, Ante; Vukosav, Bramimir (2014). *O regiji i regionalnmo pristupu u geografiji, u: Dalmacija u prostoru i vremenu - Što Dalmacija jest, a što nije?*, Mirošević, Lena; Graovac Matassi, Vera (ur.), Zadar: Sveučilište u Zadru

# Regional Economy

238022

## Lecturer



prof. dr. sc.  
Anđelko Akrap

## Course Description

The course aims to explain the methodology of research and policy creation of the spatial aspect of economic and social development in interaction with demographic development. Within the scope of the course, students will become familiar with effective models and criteria, which are used for forming political-territorial entities as carriers of development in space.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the relationship between population movements and economic, social and geographic processes
2. Analyze data and literature relevant to a specific research question
3. Compare different methods used in demographic research related to regional development
4. Define specific factors of regional growth and development
5. Explain the dynamics of demographic processes and structures that are key to the harmonious and balanced development of the region
6. Describe the assumptions and factors of overall development

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop a critical attitude towards statistical data and literature relevant to research on the population and Croatian emigration

Develop the ability to demonstrate the need of the population and emigration in the service of social and political decision-making

Develop a sense of security and correctness in the research process in order to prove the conditionality of the population, emigration and economy

Dual-major studies

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours  
15  
15

## Grading

Students are expected to come to class, actively participate in class discussions, read assigned literature, present at seminars, and write homework assignments on a given topic.





## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 0.5 ECTS Kolokviji [EN]
- 1 ECTS Pismeni ispit [EN]
- 0.5 ECTS Seminarski rad [EN]

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- 3 ECTS

## Week by Week Schedule

1. Introduction to the course
2. Regional science and economy: concept and significance of regional economy
3. Essential characteristics of space; regionalization criteria
4. Regional economic policy: motives, importance, participants
5. Stages of development of Croatian regional policy
6. Changes in the number and spatial distribution of the population of Croatia and counties
7. Regional growth and projections
8. Regional development: concept and measurement
9. Regional disproportions
10. The global and regional economy
11. Politics of global institutions and regional convergence and divergence
12. Regional economic integration
13. Motives of creation and forms of regional integration
14. European integration and regional policy
15. Perspectives of regional integration and development

## Literature



Aleksandar Bogunović  
(2011). *Regionalna ekonomika*



Anđelko Akrap (2014).  
*Promjene broja i prostornog  
razmještaja stanovništva  
Hrvatske i županija, Migracije  
i razvoj Hrvatske*, Hrvatska  
gospodarska komora, Zagreb.

# Regression Analysis

53873

## Lecturer



Toni Babarović,  
prof. dr. sc.

## Course Description

Understanding of the theoretical basis of the regression analysis; analysing and evaluating research papers in which the method was applied; creating research designs where regression analysis should be used as an adequate method of analysing the collected data; independent practical application of regression analysis in psychological research using the SPSS software package

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain and use the statistical and mathematical logic of regression models.
2. Evaluate and assess the statistical requirements for the implementation of regression models
3. Create a research design suitable for processing by regression analysis and logistic regression
4. Analyze data using regression models using the software package SPSS
5. Interpret the results obtained by regression analysis or logistic regression within the set of research problems
6. Explain statistical parameters obtained by regression models
7. Describe the role and logic of the general linear models in ANOVA designs
8. Evaluate the quality of regression models and results in applied research
9. Assess the range and limits of the statistical conclusions derived from regression analysis results

## Study Programme Learning Outcomes

### Psychology

Create basic and/or applied psychological research and construct and metrically evaluate psychological measuring instruments

Critically judge multivariate statistical procedures with regard to their limitations and to the satisfaction of theoretical assumptions in concrete application situations

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of members of different social groups and cultures and the specifics of their environmental and social context

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours  
30  
15Teaching Assistant  
Valentina Žitković, mag. psych.

### Grading

Activity in class (lectures and exercises) - 10%; Seminar papers - 30%; Homework - 10%; Written exam - 20%; Oral exam - 30%.



## General Competencies

Application of theoretical knowledge of the regression analysis in various fields of applied psychology and research in psychology

Obtained skills of data analysis using regression analysis in SPSS software package.

Analysis and evaluation of scientific papers in the various fields of psychology in which regression analysis was applied as a method of analysing and data processing.

Designing and conducting own research from the platform of the regression analysis as adequate data processing method.

Learning outcomes on the level of the programme:

Design fundamental and/or applied psychological research and construct and metrically evaluate psychological instruments.

Evaluate multivariate statistical procedures with regard to their limits and to satisfying the theoretical assumptions in concrete situations of application.

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of the members of different social groups and cultures as well as the specifics of their environmental and social context.

## Screening of student's work

0.5 ECTS Pohadanje nastave [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

1.5 ECTS Usmeni ispit [EN]

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4 ECTS

## Forms of Teaching

» Predavanja

» Ex-chatedra lectures

» Metodičke vježbe

» Exercises in computer lab

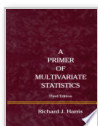
## Week by Week Schedule

1. Bivariate correlation and statistical prediction
2. The logic of multiple regression and basic concepts
3. The basic model of the regression equation
4. Requirements for the use of regression analysis
5. The relation between sample and population - testing the significance of regression parameters
6. Partial and semipartial correlations
7. The role of suppressor variables
8. Stepwise regression analysis
9. Hierarchical regression analysis
10. Validation of regression results
11. Logistic regression
12. Moderator and mediator variables in the regression model
13. The logic of the General Linear Models
14. ANOVA as GLM
15. Validation of regression parameters

## Literature



David C. Howell (2012). *Statistical Methods for Psychology*, Cengage Learning



Richard J. Harris (2014). *A Primer of Multivariate Statistics*, Psychology Press



Cohen, J., Cohen, P., West, S. G., Aiken, L. S. (2003). *Applied multiple regression correlation analysis for the behavioral sciences* (3rd ed.) Mahwah, NJ Erlbaum.

## Similar Courses

» Advanced Multivariate Statistics, Oxford

# Religious Elements of Croatian Culture

201779



## Lecturer



izv. prof. dr. sc.  
Davor Piskač

## Associate Lecturer



Petar Bilobrk,  
dr. sc.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

### 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.

## Course Description

Students will be introduced to all the christian components which are incremental for all modes of arts and culutre in Croatia.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze identity processes in the constitution of Croatian identity.
2. Define the religious components of culture-
3. Argue different cultural influences to establish identity.
4. Analyze differen modalities of religious components in culture.
5. Analyze historical changes of the Croatian identity
6. Define croatian identity in european context through historical perspective.

## Study Programme Learning Outcomes

Dual-major studies

Croatology

Define, analyze and argue the Croatian cultural narrative

Critically relate to mastered content and argue your conclusions in written and oral form

Recognize and argue the influence of religion and philosophy on Croatian culture

Croatology

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

2.5 ECTS Pismeni ispit [EN]

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3 ECTS

## Week by Week Schedule

1. Introductory lecture
2. Cult and culture
3. Religios components
4. Components of christian identitiy
5. Bible
6. Popes and Croats
7. Architecture
8. Kings and christianity
9. Christian traditions
10. Passion of Christ
11. Processions
12. Sanctuaries of Madonna
13. Sanctuaries of Madonna
14. Music
15. Literature

## Literature



monografija *Trinaest stoljeća  
kršćanstva u Hrvata*



Franjo Šanjek *Crkva i  
kršćanstvo u Hrvata*

## Similar Courses

» Kršćanstvo 1 i Kršćanstvo 2, Oxford

# Research Group – Interpretation of Early Modern

62006

## Sources

### Course Description

The aim of the course is to familiarize students with the basic information and historical processes that took place on Croatian territory in the Modern ages, introduce them to the basic problems of the study of modern Croatian history, and prepare them for independent work on the interpretation of Early Modern sources.

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the basic problems of interpretation of Early Modern sources
2. Identify the most important types and collections of sources
3. Explain the cause-and-effect relationships in the interpretation of sources
4. Assess historical processes during the period based on sources
5. Differentiate level of interpretation of the level of historical events in modern history

### Study Programme Learning Outcomes

History

### General Competencies

After finishing the programme student will be able to:

1. tell what is the interpretation of history
2. write an essay on different historical period
3. design his/her own conclusion on different historical events and processes
4. reconstruct historiographic tools in making conclusions of historical processes and events
5. interpret a historical sources
6. appraise the value of historiographic interpretations

### Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Esej [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Istraživanje [EN]
- 1 ECTS Usmeni ispit [EN]
- 1 ECTS Projekt [EN]
- 6 ECTS

### Forms of Teaching

- » Vježbe u praktikumu
  - » analysis of historical sources

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	30

### Grading

Activity of each student will be monitored, which will be reflected in the overall score. Classes is required to attend. The exam is oral.

## Week by Week Schedule

1. Introduction - analysis of the problem of periodization of history with regard to the broader context, highlighting specific historical process in the early modern period with respect to the former and the latter period, a basic outline of the topics that will be covered for the duration of the case, the analysis of mandatory and additional resources, discussion;
2. Serial sources
3. Private legacy
4. Sources for the history of institutions
5. Travelogues
6. Chronicles
7. Individual documents and their interpretation
8. Reports and Letters
9. Biography
10. Statutes
11. Historical topography
12. Venetian sources for Croatian history
13. Ottoman sources for Croatian history
14. Habsburg sources for Croatian history
15. Collections of Early Modern sources

## Literature



ur. Stjepan Sršan (2003). *Vizitacije - Visitaciones canonicae - Kanonske vizitacije*, Državni arhiv u Osijeku



ur. Ive Mažuran (1993). *Komorski popisi - Stanovništvo i vlastelinstva u Slavoniji 1736. godine i njihova ekonomska podloga*, Zavod za znanstveni rad HAZU, Osijek



Adam Baltazar Krčelić (1952). *Kronika, Annuae ili Historija 1748.-1767.*, JAZU, Zagreb



(1989). *Izveštaj o Dalmaciji Antuna Giustiniana godine 1575. - Vicko Solitro, Povijesni dokumenti o Istri i Dalmaciji*, Split



Katica Miholović (2000). *Statut grada Karlovca 1778*, Karlovac



# Research Group – Interpretation of Medieval Sources

79379



## Lecturer



doc. dr. sc.  
Tomislav Popić

ECTS Credits 6.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

Attending course 10%; Analysis of the sources 40%; Oral exam 50%.

## Course Description

The aim of the course is to familiarize students with types of sources, tools and methods of researching medieval history and working on sources to develop skills and competencies necessary for independent research. Attention will primarily be on different types of written sources (public and private documents, notary, city and chapter registers and protocols, legal normative documents, narrative sources), but the importance of the material culture (objects of everyday use, architecture, art works) will also be pointed out. Analysis of certain documents will be carried out in order to deepen the practical application of knowledge in traditional auxiliary historical sciences and to develop practical skills required in working with sources. Special attention will be paid to the content analysis of selected sources in order to indicate a wide range of possible research topics.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define main problems in approaching medieval sources
2. Describe main stages in development of public and private notary and chapter protocols
3. Explain the function of narrative sources in the middle ages
4. Identify published source collections relevant to the study of medieval Croatia
5. Name the most important archives and archival collections in Croatia and abroad relevant to research of Croatian medieval history
6. Use topographical manuals in resolving toponyms in sources
7. Analyze main parts of a document

## Study Programme Learning Outcomes

History

## General Competencies

After successfully graduating student will be able to:  
identify the most important person and institutions in the Croatian and the World history,  
compile a list of literature for each historical period,  
tell what is the interpretation of history,  
distinguish difference between important and non-important facts within historiographic interpretation,  
interpret a historical sources,  
appraise the value of historiographic interpretations.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Istraživanje [EN]
- 1 ECTS Referat [EN]
- 2 ECTS Usmeni ispit [EN]
- 6 ECTS

## Forms of Teaching

- » Predavanja
  - » lectures
- » Vježbe u praktikumu
  - » practice

## Week by Week Schedule

1. Sources for Croatian medieval history, relevant archives in Croatia and abroad, collections of published sources for Croatian medieval history
2. Field of historian's study - theoretical and practical considerations
3. Manuals for working with sources - latin dictionaries, dictionary of abbreviations, chronological tables, indictions, genealogical and archontological manuals, heraldic collections, maps and topographic works
4. Normative sources - statutes, capitularies, customary law collections
5. City books
6. Notariate and notary documents 1
7. Notariate and notary documents 2
8. Chapters and chapter documents
9. Public documents - royal and ban's privileges and grants
10. Judiciary sources 1
11. Judiciary sources 2
12. Narrative sources
13. Archaeological sources
14. Visit to the Archive of Croatian Academy of Sciences and Arts in Zagreb
15. Recap

## Literature



Jakov Stipišić (1991).  
*Pomoćne povijesne znanosti u teoriji i praksi*, Školska knjiga, Zagreb



Zrinka Nikolić Jakus (2008).  
*Uvod u studij povijesti [historiografski praktikum]*, Zagreb: Leykam international

## Similar Courses

- » Istraživačka skupina - Interpretacija novovjekovnih izvora, Oxford

# Research Group – Interpretation of Sources for Croatian History: the 19th Century

130523



## Lecturer



doc. dr. sc.  
Kristina Milković

ECTS Credits	6.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Grading

From students is expecting practical work with historical sources and to write an essay. There is not exam.

## Course Description

Subject has 2 goals: 1. to introduce to theorys and methods in the field of research of the croatian history and 2.) analysis and interpretation of selected sources.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. To introduce to theorys and methods in croatian historiography which deals with 19. century
2. Analyse methodes and theoryes which can be applied to historical sources
3. Get acquainted with scientific research
4. Be able to interpret historical sources
5. Visit archives
6. Get acquainted with research work in archives

## Study Programme Learning Outcomes

History

## Screening of student's work

- 2 ECTS Pohađanje nastave [EN]
- 2 ECTS Esej [EN]
- 2 ECTS Praktični rad [EN]
- 6 ECTS

## Forms of Teaching

- » Predavanja
  - » lectures will be deal with selected historical problems
- » Vježbe u praktikumu
  - » interpretation of selected historical sources

## Week by Week Schedule

1. Introductory lecture: The Beginnings of Professional Historiography in Croatia in the second Half of the 19 Century
2. Approaches, Methodes and Theoris in Interpretation of Croatian History of 19

- Century in 20 Century and Contemporary Historiography
3. Croatian History of the 19 Century in Foreign Historiography
  4. Historiography and Tradition: collective memory
  5. Political Uses of the Past and Political Mythology
  6. Sources for the Croatian History of the 19 Century in Hrvatski državni arhiv - Visitation of Archives
  7. Sources for the Croatian History of the 19 Century in Arhiv Hrvatske Akademije znanosti i umjetnosti - Visitation of Archives
  8. Sources for the Croatian History of the 19 Century in Državni arhiv u Zagrebu - Visitation of Archives
  9. Analysis of Selected Historical Sources
  10. Analysis of Selected Historical Sources
  11. Analysis of Selected Historical Sources
  12. Analysis of Selected Historical Sources
  13. Analysis of Selected Historical Sources
  14. Analysis of Selected Historical Sources
  15. The Final Discussion

## Literature



Gross, Mirjana. (2001).  
*Suvremena historiografija.*  
*Korijeni, postignuća, traganja.*

## Additional Literature



Bloch, Marc. (2008).  
*Apologija historije ili Zanat*  
*povjesničara.*



Brkljačić, Maja – Prlenda,  
Sandra (prir.). (2006).  
*Kultura pamćenja i historija.*



Burke, Peter. (2003). *Očevid.*  
*Upotreba slike kao povijesnog*  
*dokaza.*



Što je kulturalna povijest?  
(2006). *Burke, Peter.*



Car, Edward Kallet. (2004).  
*Što je povijest?*



Girardet, Raoul. (2000).  
*Politički mitovi i mitologije.*



Hroch, Miroslav. (2006).  
*Društveni preduvjeti*  
*nacionalnih preporoda u*  
*Europi. Komparativna analiza*  
*društvenog sastava patriotskih*  
*grupa malih europskih nacija.*



Hunt, Lynn (ur.). (2001).  
*Nova kulturna historija.*



Karaman, Igor. (2000).  
*Hrvatska na pragu*  
*modernizacije.*



Roksandić, Drago (ur.).  
(2004). *Uvod u komparativnu*  
*historiju.*



Šokčević, Dinko. (2006).  
*Hrvati u očima Mađara,*  
*Mađari u očima Hrvata. Kako*  
*se u pogledu preko Drave*  
*mijenjala slika Drugoga.*

# Research Group – Researching and Writing about the 20th Century

96375



## Course Description

Aim of course lies in the training of students for the practical work of research and writing. The course is organized as a specific workshop, through which participants gain new and expand existing knowledge which could help them in drafting their own works. Getting familiar with the archives, published sources, literature in general and expanding knowledge about the possibilities of research in Croatia shall endeavor to help the students to better conceptualize their written work, applying valid methods in research and ultimately better write their own final project.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define different types of resources needed for writing historiographical works.
2. Order different locations where they could find some sources for the particular subject.
3. Reproduce existing historiographical achievements to shed light on particular topics.
4. Explain the importance and pass independently through unpublished sources
5. Write their own work based on unpublished sources and literature.
6. Apply this knowledge to explore other topics.
7. Argue the attitudes
8. Examine the validity of some scientific hypotheses

## Study Programme Learning Outcomes

History

## General Competencies

After successfully graduating student will be able to:  
 Identify the most important person and institutions in the Croatian and the World history,  
 Compile a list of literature for each historical period,  
 Tell what is the interpretation of history,  
 Distinguish difference between important and non-important facts within historiographic interpretation,  
 Interpret a historical sources,  
 Appraise the value of historiographic interpretations.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Esej [EN]
- 1 ECTS Istraživanje [EN]
- 1 ECTS Projekt [EN]
- 1 ECTS Praktični rad [EN]
- 6 ECTS

## Forms of Teaching

» Seminar

» Classes will be held in terms of schedule, two hours of lectures every

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Grading

Student activity will be monitored throughout the semester. Attendance is mandatory. Commitments need to be resolved in time. They are not only a prerequisite for signature, but will be taken into account when determining the final grade. The final exam will be in the form of an oral examination. Research for a joint project - 5% of the total grade. Presentation of the topic of research and presentation of a book - 10% of the grade. Independent research (written work) - 50% of the total grade. Final oral exam - 35% of the total grade.

week.

## Week by Week Schedule

1. An introductory lecture. Introducing the students to the objectives and contents of items and their obligations.
2. Problems conception of scientific and other professional papers. What elements they should contain? Structure of a paper. Selection of appropriate research topics.
3. Classification and distribution of resources. Primary, secondary and tertiary sources. Why and how to share and use them. Primary sources and archives. Explanation regarding the joint work on materials in the Croatian State Archives.
4. Writing a bibliographical and scientific notes. Other forms of work: historiographic Reviews. Croatian historiography today: Professional journals dealing with the publication of the works of historians in the Republic of Croatia and their classification.
5. Visiting Croatian State Archives in Zagreb. Meeting with tasks of this institution and with material that students will process within the agreed project.
6. Work in progress workshop. Brief presentation of independent research topics (objectives, hypotheses, used sources/literature, what is new in the paper?). The deadline to submit reviews.
7. Field work in one of Zagreb's museums or memorial houses (according to the interests of the group and the possibilities available at that time).
8. Newspapers as a source. Advantages and disadvantages of different sources. Press in Croatian 19th Century - a brief overview.
9. Croatian newspapers in the 20th Century: Overview of the most important newspapers for certain periods and the possibility of their use for scientific purposes.
10. Archives and museums as custodians of historical sources. Using MS Word, Excel, PowerPoint, Adobe Reader, Photoshop and other software for the design and processing of data.
11. Sources Online. How do we use them? Display of the most important sites in Croatia and neighboring countries that offer digitized material.
12. Independent presentations of student Group I.
13. Independent presentations of student Group II.
14. Independent presentations of student Group III.
15. Repetition. Reflexion about the usefulness of the course and suggestions for his improvement. Talk about final oral exam. Deadline for submission of archival work (processed data from CSA).

## Literature



Nikolić-Jakus, Zrinka (2008). *Uvod u studij povijesti: Historiografski praktikum*, Leykam international, Zagreb



Gross, Mirjana (2001). *Suvremena historiografija: korijeni, postignuća, traganja*, Novi Liber, Zagreb



Gačić, Milica (2012). *Pisanje znanstvenih i stručnih radova*, Školska knjiga, Zagreb



Novak, Božidar (2005). *Hrvatsko novinstvo u 20. stoljeću*, Golden marketing - Tehnička knjiga, Zagreb

## Similar Courses

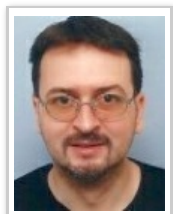
» -, Oxford

# Research group – Sources of Egyptian, Greek and Roman History

96373



## Lecturer



izv. prof. dr. sc.  
Mladen Tomorad

## Course Description

Introduction to the working methods of the historical sources, ancient history, Problems of processing, analysis and interpretation of these types of sources. During the introductory lectures students will be familiarized with the most important sources of the history of Egypt, Greece and Rome. In practical work to teach students how to interpret the available historical sources and how to use them in various forms of historical research and writings. Introduce students to the Museum's holdings of institutions in Croatia and databases of museum institutions in the world. Introduce students to the world's largest databases of written historical sources.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Name the most important historical sources of Egyptian, Greek and Roman history,
2. Describe the critical-analytical classify these sources,
3. Identify historical sources toward the content and theme,
4. Analyze these sources,
5. Explain the causal connections between the content of these sources,
6. Define basic research methods ancient history: analyze the sources and literature, play and qualify the facts and the facts correctly arguments to use when writing papers,
7. Explain an online database of digital resources, museum databases, portals and research projects.

## Study Programme Learning Outcomes

History

## General Competencies

After successfully graduating student will be able to:  
 identify the most important person and institutions in the Croatian and the World history,  
 compile a list of literature for each historical period,  
 tell what is the interpretation of history,  
 distinguish difference between important and non-important facts within historiographic interpretation,  
 interpret a historical sources,  
 appraise the value of historiographic interpretations.

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Grading

Activity of students will be monitored throughout the semester. Classes is required to attend. A written essay which will be based on the sources of some historical person, event or issue ancient history. Critical-analytical processing of resources.

## Screening of student's work

- 2 ECTS Pohađanje nastave [EN]
- 2 ECTS Istraživanje [EN]
- 2 ECTS Seminarski rad [EN]
- 6 ECTS

## Forms of Teaching

- » Predavanja
  - » lectures
- » Seminar
  - » seminar work

## Week by Week Schedule

1. The most important sources of Ancient Egyptian history.
2. Material remains.
3. Stone from Palermo. Royal lists in the New Kingdom temples.
4. The Turin Canon. Autobiographical texts from the tombs of the elite. Demotic chronicle. Tiles from Amarna.
5. Herodotus. Diodorus Siculus.
6. Maneto.
7. The most important sources of Greek and Roman history.
8. Material remains.
9. Sources for Greek and Roman mythology: Homer, Hesiodus, Aeschylus, Sophocles, Euripides, Apollonius of Rhodes, Virgil.
10. Herodotus.
11. Thucydides. Xenophon.
12. Polybius.
13. Gaius Julius Caesar. Appyan.
14. Livius, Tacitus.
15. Plutarch. Suetonius.

## Literature



Pritchard, B. (ur.) (1969).  
*Ancient Near Eastern Texts  
relating to the Old Testament,*  
Princeton



*Corpus Inscriptionum  
Latinarum, Berlin*



*Corpus Inscriptionum  
Graecarum, Berlin*

## Similar Courses

- » Povijest i kultura starog Egipta, Oxford
- » Povijest i kultura grčkog i rimskog svijeta, Oxford



# Research Project

63570

## Associate Lecturers



izv. prof. dr. sc.  
Ivan Burić



prof. dr. sc.  
Danijel Labaš



izv. prof. dr. sc.  
Dario Vučenović



prof. dr. sc.  
Sanja Vulić  
Vranković

## Teaching Assistants



Lana Ciboci Perša,  
doc. dr. sc.



Tanja Grmuša,  
doc. dr. sc.



doc. dr. sc.  
Tomislav Janović



doc. dr. sc.  
Jelena Jurišić



Vine Mihaljević,  
izv. prof. dr. sc.

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours 15

15

### Teaching Assistants

dr. sc. Lana Ciboci Perša, doc.  
dr. sc. Tanja Grmuša, doc.  
doc. dr. sc. Tomislav Janović  
doc. dr. sc. Jelena Jurišić  
dr. sc. Vine Mihaljević, izv. prof.

### Grading

50% scientific research draft,  
50% syllabus.

## Course Description

The aim of the course is to help students in the preparation, design and development of the final syllabus of their future graduate thesis and the draft of research that will be conducted within its frame, including searching and researching the literature relevant for the topic and the proposed scientific research.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Collect, research and critically read scientific literature;
2. Demonstrate the ability to create a draft for a scientific project;
3. Plan the course of scientific research and prevent larger errors and omissions;
4. Define, enumerate and explain the research problems, hypotheses, variables and methods that will be used to reach relevant and measurable results;
5. Demonstrate the ability to create a syllabus for a graduate thesis;

## Study Programme Learning Outcomes

### Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Use different scientific and research methods of social sciences and independently conduct scientific research in the field of communication studies and write scientific papers in a clear and organized manner

Show the application of theoretical knowledge of communication studies

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

### General Competencies

Apply, classify and distinguish the professional terminology in the research area of communicology;

Identify, evaluate and use a variety of scientific-research methods from the field of social science which are applied in communicology.

Independently conduct scientific research in the field of communicology with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;

Think in an interdisciplinary manner and respect the various scientific methodologies and perspectives on specific issues and problems.

### Week by Week Schedule

1. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
2. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
3. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
4. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
5. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
6. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.

7. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
8. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
9. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
10. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
11. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
12. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
13. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
14. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.
15. The mentor conceives the content of a Research Project for each student, depending on the proposed graduate thesis topic and the proposed scientific research and knowledge of the student about the topic and the methodology that will be used in research, as well as the student's progress in devising the research draft and the graduate thesis syllabus.

## Literature



Ana Tkalac Verčić, Dubravka Sinčić Ćorić, Nina Pološki Vokić (2011). *Priručnik za metodologiju istraživačkog rada u društvenim istraživanjima*, M.E.P. CONSULT d.o.o., ZAGREB



M. Vujević (1986). *Uvođenje u znanstveni rad*, Informator, Zagreb



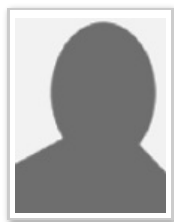
Milas G. (2005). *Istraživačke metode u psihologiji i drugim društvenim znanostima*, Slap, Jaserbarsko

# Risk Management and Crisis Communication

57217



## Lecturer



izv. prof. dr. sc.  
Ivan Balabanić

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours  
15  
15

Teaching Assistant  
dr. sc. Davor Trbušić

Grading  
10% class attendance, 20%  
presentation, 30% seminar  
assignment, 40% written exam.

## Course Description

The aim of the course is to provide the students with insight into the scientific knowledge about the importance of risk management and communication during the crisis, and on the examples of global and local practices to explore the basic rules in communication during crisis situations.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define, distinguish and critically explain crisis communication;
2. Define and explain the characteristics and ways of managing crisis situations;
3. Demonstrate the ability to research the current situation and based on the results devise a plan for managing the issues of public importance;
4. Prepare a crisis situation management plan;
5. Prepare a plan for communication with the media and the public in case of crisis situation;
6. Use the skills of crisis communication in a time of crisis.

## Study Programme Learning Outcomes

### Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Develop competences in professional and interdisciplinary teamwork

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in communications

## General Competencies

Define, describe and evaluate crisis communication and its central issues;  
 Apply, classify and distinguish professional terminology;  
 Independently or in a team carry out scientific research in the field of communicology with the help of modern scientific-research methods and write scientific papers in a clear and organized manner;  
 Expertly and professionally apply the acquired specialist theoretical and practical knowledge to working in public relations;  
 Apply the skills of oral and written communication and the presentation skills;

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]

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- 4 ECTS

## Week by Week Schedule

1. Crisis and issues management - definition and the necessary knowledge;
2. The consequences of ignoring problems in the company and/or business operations; compliance with the standards of crisis communication and the preparation of the procedures for effective crisis communication
3. The value of reputation
4. Risk management - perception, types of crisis, who will be struck by a crisis, etc.
5. Managing the issues of public importance, planning and implementing the programs - the life cycle of an issue of public importance, the importance of early action
6. Crisis management and communication during a crisis situation
7. The media in a crisis - how to get the support of the media, media monitoring;
8. Preparing media policies and reports
9. Legal perspectives - legal omissions in communication during a crisis, the role of lawyers, compensation, ex-gratia payments, etc.
10. Planning the unexpected - desirable behaviors, the power of action, planning how to manage a crisis if it happens, setting up teams, crisis prevention,
11. Press conference
12. Communications hardware - preparing a written plan, testing a plan, etc.
13. Communications hardware - preparing a written plan, testing a plan, etc.
14. Presenting seminar assignments
15. Presenting seminar assignments

## Literature



*Božidar Novak: Krizno komuniciranje i upravljanje opasnostima, Bionozna press, Zagreb, 2001: 2., 6. i 7. poglavlje*



*Regester, Michael; Larkin Judy, Risk Issues and Crisis Management, Kogan Page Limited, London, 2nd edition 2002.*



*Jugo, Damir: Menadžment kriznog komuniciranja, Školska knjiga, Zagreb, 2017.*

# Risk Society

227712



## Lecturers



doc. dr. sc.  
Ivan Perkov



prof. dr. sc.  
Joost Van Loon

ECTS Credits 3.0

English Level L3

E-learning Level L2 (20%)

Study Hours  
15  
15

## Grading

Class attendance; active participation in discussions. Making a scientific essay on a topic related to the content of the course and its oral defence.

## Course Description

To acquaint students with the history and development of the concept of risk society and the sociological subdiscipline of sociology of risk. After completing the course, students will be able to observe and critically analyse and interpret the risks of modern societies.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the basic terminology of sociology of risk
2. Explain the local and the global context of the contemporary risks
3. Describe the types of risk in the contemporary world
4. Use the theoretical presumptions of sociology of risk in the analysis of the contemporary global phenomena
5. Criticize the risk management policy in the contemporary context
6. Compare the approaches to the risk in regard to the cultural differences
7. Propose a strategy of risk management of specific risk phenomena
8. Evaluate the specific risk management policies

## Study Programme Learning Outcomes

Dual-major studies

Sociology

Analyze the social effects of certain globalization processes  
Evaluate social impact of social changes in society  
Recognize the generators of conflicts in contemporary society  
Apply knowledge of sociological theories in managing conflict situations  
Evaluate appropriate ways of intervention of a certain social issue  
Interpret certain social processes using knowledge of sociological theories  
Develop and select different problem-solving strategies

Sociology

Analyze the social effects of certain globalization processes  
Evaluate social impact of social changes in society  
Apply knowledge of sociological theories in managing conflict situations  
Compare different theoretical traditions in sociology

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

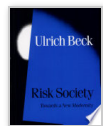
2 ECTS Esej [EN]

3 ECTS

## Week by Week Schedule

1. Introduction: What is Risk? Covid-19 Pandemic and Risk Society
2. Waste related risks: Case Study in Croatia
3. Addiction risks – addiction to risks? (example of alcohol consumption)
4. From Fate to Probability: The Birth of Risk
5. The Present/Presence of Uncertainty in the post- metaphysical Era
6. No Future: The Cool Apocalypse and the Culture of Fear
7. Reflexive Modernization Theory
8. Functionalism and Cultural Theory
9. Governmentality Theory
10. Mediatization and its Consequences
11. The Affective Turn: Optical Mediation and Prehending Risks
12. The Logistics of Perception
13. Risk Flows and Actor-Network Theory
14. The Neuropolitics of Risk
15. Essay deadline, final discussion / Course Evaluation

## Literature



Professor Ulrich Beck (1992). *Risk Society*, SAGE



Joost Van Loon (2013). *Risk and Technological Culture*, Routledge



Frank Furedi (2002). *Culture of Fear*, A&C Black



Van Loon, J. (2002). *Risk and Technological Culture. Towards a Sociology of Virulence*, London: Routledge.

## Similar Courses

- » Risk and Society, Oxford

# Risks of Mass Communication

64749

## Lecturer



izv. prof. dr. sc.  
Dario Vučenović

ECTS Credits 5.0

English Level L1

E-learning Level L1  
(10%)Study Hours 15  
15Grading  
50% exam, 50% essay

## Course Description

Course objectives are to familiarize students with the negative aspects of the mass media as a generator of risk in contemporary society. In the context of sociological studies of society of risk and communication research of potential risk factors of the media, the course will offer students various aspects of theoretical and empirical research into media content.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Combine mass media and the term "risk society"
2. Analyze and classify risks of communications and provide examples
3. Explain theoretical concepts of the mass communication risks using real life examples
4. Assess dangers arising from risk communications for individuals, culture and democracy of the society
5. Identify and analyse mass media content from the point of view of their risk for the public

## Study Programme Learning Outcomes

### Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Describe the points of contact between contemporary communication studies and other social and humanities sciences

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Develop competences in professional and interdisciplinary teamwork

Develop social skills



## General Competencies

Define, describe and evaluate the risks of mass communication, the history of their development and the central issues;

Apply, classify and distinguish the professional terminology;

Identify and provide a reasoned interpretation of interdisciplinary nature of communications, linking specific aspects of risk of mass communication with the characteristics of humanities and social sciences and various aspects of social development;

Identify, distinguish, evaluate and critically assess the risks of mass communication, media and their influence on the attitudes, behaviour and decisions of individuals, the public and society as a whole;

Professionally and skilfully apply the acquired theoretical and practical knowledge in the field of media and journalism, relationships public and scientific research in communication studies.

## Screening of student's work

2.5 ECTS Pismeni ispit [EN]

2.5 ECTS Seminarski rad [EN]

5 ECTS

## Week by Week Schedule

1. Presenting an overview of terms and the subject area
2. Perception of risk
3. Urban sociology and risk society
4. Manipulation of public opinion as a risk of public communication
5. Information when taken as "goods" - a risk of public communications.
6. Mimetism in media
7. Media "hyperemotion" as a risk of objective communication.
8. Risks of american cultural imperialism
9. Media as "fast food" - risks of communication.
10. Overinformation as a risk of successful communication
11. Celebrity culture and information on worthless individuals as a risk of mass communication.
12. Content of mass communication as threat of risk of loss of self-respect and dignity.
13. Danger of loss of privacy as a risk of mass communication.
14. Terrorism as risk of mass communication.
15. Failure of democratic processes in society - a risk of faulty mass communication in society.

## Literature



Zgrabljic Rotar, Nada (2007) *Radio - mit i informacija, dijalog i demokracija*. Zagreb: Golden Marketing. (33-71. i 117-138.)



Zgrabljic Rotar, N. (ur.) (2005) *Medijska pismenost i civilno društvo*. Sarajevo: (integralni tekst dostupan na <http://www.oneworldsee.org/node/11597>)



McLuhan, M. (2008) *Razumijevanje medija - Mediji čovjekovi produžeci*. Zagreb: Golden Marketing



McNair, Brien (2004) *Striptiz kultura - Seks, mediji i demokratizacija žudnje*. Zagreb: Jesenski i Turk.



*Bourdieu, Pierre (2000)*  
*Narcisovo ogledalo. Beograd:*  
*Clio*



*Ramonet, Ignacio (2005) "Bigh*  
*Brother ili konformizam*  
*gnusobe", u Europski glasnik,*  
*br. 10, temat Totalitarizam*  
*medija, str. 363-371..*

### Similar Courses

» Risk and Crisis Communication, University of Canterbury, Oxford

# Roman Military in Croatia

202914

## Teaching Assistant



izv. prof. dr. sc.  
Vlatka Vukelić

## Course Description

Topics related to the Roman conquest and colonization of our territories, the movement of legions along our soil, the residence of legionary troops and august cohorts, as well as the sites where legionary camps were proven to be addressed.

It would also address the impact of individuals in the military system itself, as well as their recruitment and retirement after military service, and their impact on civilian social as well as political structures. Through this structure, we would draw conclusions about the Roman army on the global historical scene, as well as the importance of our spaces for the overall territory of the Roman Empire.

Undergraduate level studies, as well as a higher level of knowledge of ancient history, are required to take the course. I suggest teaching in the form of seminars with a tendency to form the course into a working group in some new history study program.

This course also "suffers" a lot of potential guest lecturers from fellow scientists who specialize in specific legions that have resided on Croatian soil.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the process of Roman expansion into the Croatian historical space
2. Describe the consequences Roman military expansion: romanization indigenous communities
3. Describe the structure of the military administration and its implementation on the Croatian historical space
4. Describe archeological remains from the area of Roman legionary camps (Tilurius and Burnumus)
5. Describe and categorize the armament of a Roman soldier and the establishment of a Roman legion within a Roman camp
6. Evaluate the symbolic importance of the triumph celebration and compare that event with the events of contemporary history

## Study Programme Learning Outcomes

Dual-major studies

History

History

ECTS Credits 3.0

English Level L1

E-learning Level L1  
(10%)

Study Hours 30

### Grading

Seminar, participation in classes and proficiency in written and oral examination are evaluated



## Screening of student's work

- 1 ECTS Pohadanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 
- 3 ECTS

## Week by Week Schedule

1. • Pannonia - introduction and comments
2. • Recruitment of soldiers and organization of the Roman army
3. Life of Roman soldier
4. Rome and his enemies
5. Roman military camps
6. Findings of Roman military equipment on Croatian soil
7. The material remains of the Roman army in Croatia
8. Militaria Sisciensia
9. • Centurions - the practice of Roman military rule
10. • Roman military diplomas
11. Gods and Roman armies
12. Roman missiles
13. A celebration of triumph
14. Gladiators: urban soldiers
15. Field work.

## Literature



Alfonz Lengyel, George T. Radan (1980). *The Archaeology of Roman Pannonia*



Bishop, M. E. (1988). *Calvary equipment of the Roman army in the first century AD*, British Archaeological Reports



Campbell, Duncan B. (1986). *Auxiliary artillery revisited*

# School Pedagogy

172610

## Lecturer



prof. dr. sc.  
Neven Hrvatić

## Course Description

The course objectives are the following:

To introduce students to the subject of School Pedagogy.

To introduce leading school theories.

To explain the process of functioning of the school and the school system in the Republic of Croatia and the world, and critically reflect on development trends.

To motivate students to track the latest research in the field of school pedagogy.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define a School Pedagogy and recognize its relationship with other sciences and disciplines.
2. Report the leading school theories and explain their characteristics.
3. Distinguish types of schools and school systems, describe their origin and development.
4. Analyze school factors.
5. Analyze the functioning and administration of the school in a contemporary context.
6. Identify alternative school.
7. Compare and critically judge the school system with the Croatian school systems of Europe and the world.

## Study Programme Learning Outcomes

Croatian Latinity

Dual-major studies

Croatology

History

History

Sociology

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 15

15

Teaching Assistant  
Martina Horvat, mag. paed.

## Grading

Students are monitored through their regular attendance, active participation in the course and field work, critical thinking and review specific topics.

Furthermore, students are evaluated through their involvement in research and multimedia presentation certain educational issues.

Finally, the written exam is graded based on the obligatory literature, which will clearly indicate the students' knowledge of the School Pedagogy course content.



## General Competencies

The School Pedagogy course will within the teacher education programme prepare the students to:

plan cognitive, affective and practical objectives concerning school pedagogy;  
analyze special characteristics of the Croatian schooling system.

Interpret the functioning of the interdisciplinary concept of planning and the strategies for the development of quality teaching in the face of new social challenges.

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Pismeni ispit [EN]

0.5 ECTS Seminarski rad [EN]

0.5 ECTS Praktični rad [EN]

3 ECTS

## Forms of Teaching

- » Predavanja
  - » Direct teaching
- » Seminar
  - » Students represent their selected topics through Power point presentation.
- » Terenske vježbe
  - » Visit to the Croatian School Museum.

## Week by Week Schedule

1. At the first lecture, the students will be introduced to all obligations expected from them. The course content will be provided to the students via Power Point presentations accompanied by various forms of animation as well as direct discussions with the professor. The students will also present some of the topics in a selected form.
2. School Pedagogy: definition of the discipline, relation between school pedagogy and other sciences
3. Dominant theories of the school: emergence of the theories, spiritual pedagogy, structuralist-functionalist theory of the school, symbolic interactionism and the theory of the school, radical theory of the school
4. Types and development of schools
5. Development of the school system in Croatia- field instruction (visit to the Croatian School Museum).
6. School system in the world and the Republic of Croatia: elementary schools, secondary schools, higher education institutions, special schools, schools for adult education, alternative schools, state and private schools
7. External and internal school reforms: causes of change, approaches to changes, Croatian national framework curriculum
8. Factors of schools
9. School and family
10. Educational potential of the contemporary school, factors and structure of schools
11. Managing schools and school efficiency, creating recognisability of the school, school management, human potential

12. Alternative schools
13. School as an innovative environment- how to organise school?
14. School of expectations and quality school, school for children, not children for school
15. The future of Croatian education: Croatian schools in the process of globalization, the search for a different education- Is there any hope in our schools?

## Literature



Vrcelj, S. (2000). *Školska pedagogija*, Filozofski fakultet u Rijeci



Jurić, V. (2004). *Metodika rada školskog pedagoga*, Školska knjiga

## Similar Courses

- » Learning and Teaching, Oxford

# Self-Deception

201516



## Course Description

In the introductory part of the course some standard examples of self-deception, both among animals and humans, will be considered in order to point out the paradoxical character of the phenomenon and to show why the attempts at finding a universally applicable definition thereof have failed. A special emphasis will be given to the puzzling question whether self-deception is necessarily an intentional activity. In the following, the same set of examples will be used to elucidate the logical structure of self-deception and to look into its causal mechanisms on various levels (evolutionary, psychological, neuro-physiological). In the third part of the course, some forms of collective self-deception will be discussed, together with its moral and social implications. In the concluding part of the course, the possibility of counteracting self-deception will be considered.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

-

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify and classify cases of self-deception
2. Explicate the common logical structure of cases of self-deception
3. Form hypotheses concerning the causal mechanisms of self-deception
4. Appraise the moral and social implications of self-deception
5. Apply recent scientific findings to their understanding of mental and social phenomena
6. Improve their general skills of analytic thinking and writing

## Study Programme Learning Outcomes

Dual-major studies

Philosophy

Analyze main problems of contemporary philosophical disciplines

Formulate different arguments, possible contradictions and construct counterexamples

Integrate different models of philosophical thinking specific to individual philosophical disciplines into a unique ability of philosophical and critical thinking

Create written and oral presentations of complex academic and non-academic content

Explain the specifics of contemporary philosophical disciplines and their development

## Screening of student's work

- o ECTS Pohađanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 0.5 ECTS Referat [EN]
- 0.5 ECTS Usmeni ispit [EN]
- 3 ECTS

## Week by Week Schedule

1. Introduction into the course
2. Self-deception and other-Deception: standard examples
3. Paradoxical nature of self-deception: What is the "self" in self-deception?



4. Logical structure of self-deception and definition problems
5. Psychological mechanisms of self-deception: Is self-deception an intentional activity?
6. Evolutionary mechanisms of self-deception
7. Self-deception in animals and humans: similarities and differences
8. Self-deception in everyday life
9. Social aspects of self-deception
10. Collective self-deception: religious beliefs
11. Collective self-deception: historical narratives and political beliefs
12. Collective self-deception: human nature
13. self-deception and moral responsibility
14. Can self-deception be counteracted?
15. Summary of the course and conclusions

## Literature



Deweese-Boyd, Ian (2017). "Self-Deception", Edward N. Zalta (ur.) The Stanford Encyclopedia of Philosophy, <https://plato.stanford.edu/archives/fall2017/entries/self-deception/>



Mele, Alfred (2001). *Self-Deception Unmasked*, Princeton: Princeton University Press



Elster, Jon (2007). *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences*, Cambridge: Cambridge University Press



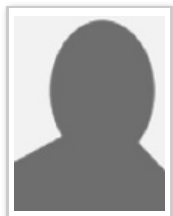
Trivers, Robert (2011). *The Folly of Fools: The Logic of Deceit and Self-Deception in Human Life*, New York: Basic Books

# Social Changes in the Republic of Croatia in 20th Century

202475



## Lecturer



doc. dr. sc.  
Mijo Beljo

ECTS Credits 4.0

English Level Lo

E-learning Level L1

Study Hours 30

## Associate Lecturer



Nikolina Šimetin  
Šegvić,  
mag. hist.

## Course Description

The objectives of the course are: to introduce first year students to social change in Croatia during the complex 20th century, which significantly characterized and determined the developmental trajectory of Croatian society in the modern, postmodern epoch; other literary productions on Croatian 20th century

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain and gain essential knowledge about social change in Croatia during the 20th century
2. Describe and explain and acquire the skill of scientific interpretation of modern and contemporary Croatian history, which is based on interdisciplinarity and knowledge of related social and human sciences. In this way, students are trained to make objective conclusions about sensitive issues, which go beyond daily political and publicistic frameworks.
3. Describe, explain and gain basic knowledge of global trends and global changes - both in society and historiography. Accordingly, students will acquire knowledge of major historiographic "schools" and relevant theoretical and methodological approaches in the humanities and social sciences during the second half of the 20th century.
4. Analyze the Croatian past
5. Use the knowledge of the Croatian history in the interpretation of the contemporary social phenomenon
6. Relate the historical etiology of the Croatian social processes with the contemporary reality.

## Study Programme Learning Outcomes

Dual-major studies

History

- Formulate arguments for and against mutually opposing points of view
- Design discussions and provide comments that enable the explanation of a number of issues of a social, cultural or political nature
- Connect and evaluate different historical points of view, including the points of view of Croatian historians in the context of the history of science
- Recognize the interdisciplinary nature of historical research, connecting its individual segments with corresponding segments of other humanities and social sciences
- Present complex scientific and non-scientific content in written and oral form
- Conduct scientific research in the field of historical sciences and write historical papers in a clear and organized manner
- Determine and justify the basic ideas and principles on which modern democratic societies rest

History

### Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 1 ECTS Usmeni ispit [EN]
- 4 ECTS

### Week by Week Schedule

1. 1. Introduction lecture
2. 2. Croatia and the start of the process of modernization
3. 3. World War I. and Kingdom of Yugoslavia: between the old order and liberal democracy (1914.-1939.)
4. 4. World War II.: Croatian society between two totalitarian regimes (1939.-1945.)
5. 5. Communist governorship as a new social and cultural paradigm
6. 7. Socialistic construction of reality: political constitution, social transformation and self regulated imaginium
7. 7. International political and social influences during the 20. century
8. 8. Croatian emigration
9. 9. Homeland war: social, economic and demographic consequences
10. 10. Social challenges of the democratic changes
11. 11. Croatia in the globalization and postmodern society
12. 12. Social history, comparative history and the school of annals.
13. 13. Cultural history and historical anthropology
14. 14. Post modernity and post structuralism
15. 15. Social history of the 20. century in Croatia, research topics

### Literature



Burke, Peter (2006). *Što je kulturalna povijest?*, Antibarbarus



Dinko Tomašić (1997). *Društveni razvitak Hrvata*, Hrvatsko Sociolosko Društvo



(2007). *Povijest Hrvata knjiga 3.*  
(20. stoljeće), Školska knjiga

### Similar Courses

» -, Oxford

# Social Changes in the Republic of Croatia in 20th Century

211225



## Lecturer



doc. dr. sc.  
Mijo Beljo

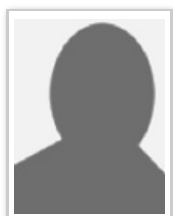
ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Associate Lecturer



Nikolina Šimetin  
Šegvić,  
mag. hist.

## Course Description

The objectives of the course are: to introduce first year students to social change in Croatia during the complex 20th century, which significantly characterized and determined the developmental trajectory of Croatian society in the modern, postmodern epoch; other literary productions on Croatian 20th century

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain and gain essential knowledge about social change in Croatia during the 20th century
2. Describe and explain and acquire the skill of scientific interpretation of modern and contemporary Croatian history, which is based on interdisciplinarity and knowledge of related social and human sciences. In this way, students are trained to make objective conclusions about sensitive issues, which go beyond daily political and publicistic frameworks.
3. Describe, explain and gain basic knowledge of global trends and global changes - both in society and historiography. Accordingly, students will acquire knowledge of major historiographic "schools" and relevant theoretical and methodological approaches in the humanities and social sciences during the second half of the 20th century.
4. Analyze the Croatian past
5. Use the knowledge of the Croatian history in the interpretation of the contemporary social phenomenon
6. Relate the historical etiology of the Croatian social processes with the contemporary reality.

## Study Programme Learning Outcomes

Dual-major studies

Sociology

- Evaluate social impact of social changes in society
- Describe the elements of social dynamics
- Describe demographic processes
- Interpret certain social processes using knowledge of sociological theories

Sociology

- Evaluate social impact of social changes in society
- Describe the elements of social dynamics
- Describe demographic processes
- Interpret certain social processes using knowledge of sociological theories

## Forms of Teaching

» Predavanja

» Frontal

## Week by Week Schedule

1. 1. Introduction lecture
2. 2. Croatia and the start of the process of modernization
3. 3. World War I. and Kingdom of Yugoslavia: between the old order and liberal democracy (1914.-1939.)
4. 4. World War II.: Croatian society between two totalitarian regimes (1939.-1945.)
5. 5. Communist governorship as a new social and cultural paradigm
6. 7. Socialistic construction of reality: political constitution, social transformation and self regulated imaginarium
7. 7. International political and social influences during the 20. century
8. 8. Croatian emigration
9. 9. Homeland war: social, economic and demographic consequences
10. 10. Social challenges of the democratic changes
11. 11. Croatia in the globalization and postmodern society
12. 12. Social history, comparative history and the school of annals.
13. 13. Cultural history and historical anthropology
14. 14. Post modernity and post structuralism
15. 15. Social history of the 20. century in Croatia, research topics

## Literature



Burke, Peter (2006). *Što je kulturalna povijest?*, Antibarbarus



Dinko Tomašić (1997). *Društveni razvitak Hrvata*, Hrvatsko Sociolosko Društvo



(2007). *Povijest Hrvata knjiga 3. (20. stoljeće)*, Školska knjiga

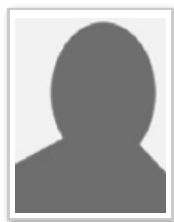
## Similar Courses

» -, Oxford

# Social Cognition and Perception

218470

## Lecturers



doc. dr. sc.  
Jelena Maričić



doc. dr. sc.  
Erik Brezovec

## Course Description

Exploring, understanding and critical evaluation of contemporary theoretical and research approaches in the field of social cognition and perception of individuals and groups.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Assess critically theoretical approaches and knowledge in the field of social cognition and perception of individuals and groups
2. Synthesize knowledge from various fields of psychology in explaining the process of social cognition and perception
3. Evaluate critically current research in the field of social cognition and perception
4. Develop creative thinking on contemporary forms of intergroup cognition and perception.
5. Develop the ability of relatively independent conducting of team projects and research in changeable circumstances.
6. Develop skills of partly independent processing of data obtained from research and presentation of findings, and also skills needed for critical evaluation and appropriate professional reporting.

## Study Programme Learning Outcomes

### Psychology

Analyze and, in the context of European and/or world research on the subject phenomenon, interpret and evaluate the findings of similar psychological research conducted in Croatia.

Critically evaluate professional and scientific literature from psychology and related disciplines and create new scientific knowledge

Critically judge multivariate statistical procedures with regard to their limitations and to the satisfaction of theoretical assumptions in concrete application situations

Outline the historical development and theoretical approaches in the different branches of theoretical and applied psychology.

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of members of different social groups and cultures and the specifics of their environmental and social context

Evaluate theoretical concepts and scientific knowledge in the creation of interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours  
15  
30Teaching Assistant  
Dora Korać, mag. psych.

### Grading

Class attendance 10%; Group project - 20%; Colloquia - 2 x 35% or 70% Written exam.



Evaluate the impact of the social context and social changes on human development and the behavior of individuals, groups and systems

### General Competencies

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

Analyze scientific literature in psychology and related disciplines, and produce new scientific knowledge.

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of the members of different social groups and cultures as well as the specifics of their environmental and social context.

### Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Projekt [EN]

4 ECTS

### Forms of Teaching

» Predavanja

» Two hours of lectures per week

» Metodičke vježbe

» One hour of methodical exercises a week, during half of the semester

» Terenske vježbe

» One hour of field exercises a week, over half of the semester

### Week by Week Schedule

1. Introduction to the organization of the course, an introductory lecture, - analysis of the film (on the topic of social cognition and perception of the group)
2. The dimensions of social perception
3. Stereotype content model, concerning perceptions of groups and individuals
4. Prejudice development
5. Perception of the nations Image theory
6. The role of threat and emotions in social cognition and perception
7. Social conditioning and functions of intergroup attitudes (historical development )
8. The first colloquium
9. Social motivation - motivation to respond without prejudice
10. Stigmatization
11. Social representations as an alternative to the classic social cognition
12. Research methods and possible applications of theory of social representation
13. Collective memory
14. Presentation of student projects
15. The second colloquium



## Literature



Jordan, C. H.; Zanna, M. P. (1999) *How to Read a Journal Article in Social Psychology*. U R. F. Baumeister (Ur.), *The Self in Social Psychology* (str. 461-470). Philadelphia: Psychology Press



Wright S. C.; Taylor, D. M. (2003) *The Social Psychology of Cultural Diversity: Social Stereotyping, Prejudice, and Discrimination*. In M.A. Hogg i J. Cooper (Ur.) *Sage handbook of social psychology*. London: Sage



Duckitt, J. (2003). *Prejudice and intergroup hostility*. U D. Sears, L. Huddy, R. Jervis (Ur.), *Oxford Handbook of Political Psychology* (str. 559-600). Oxford: Oxford University Press



Nesdale, D. (2006). *The development of prejudice in children*. U M. Augustinos i K.J. Reynolds (Ur.) *Understanding prejudice, racism, and social conflict*. (str. 57-72). London: Sage Publications



Fiske, S. T., Cuddy, A. J. C., Glick, P. (2007) *Universal dimensions of social cognition: warmth and competence*. *Trends in Cognitive Sciences*, 11(2), 77-83.

## Similar Courses

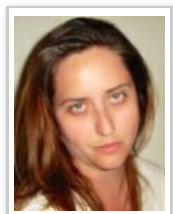
- » Grupni procesi i utjecaji, Oxford
- » Uvod u socijalnu psihologiju, Oxford

# Social Development and Rise of Eastern Mediterranean Civilisations

86939



## Lecturer



doc. dr. sc.  
Eva Katarina  
Glazer

## Course Description

Course objective is to introduce students with the earliest achievements of the people that settled the area of the eastern Mediterranean from the early Paleolithic to the end of the Iron Age.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define historical processes that have marked the Levant area from prehistory, through paleolithic, mesolithic, neolithic, Bronze and Iron Age.
2. Explain causal relationships in the covered period.
3. Name the most important sources that describe the emergence of the civilisations in the eastern Mediterranean.
4. Describe course of events in the covered period with the emphasis on the events from 2nd and 1st millennium B. C.
5. Name the most important cities that have marked the rise of civilisation in the eastern Mediterranean in the covered period.
6. Combine historical processes from different periods.
7. Compare historical processes considering different social and political environment.

## Study Programme Learning Outcomes

Dual-major studies

History

History

## General Competencies

After finishing the programme student will be able to: define historical processes typical for certain historical period; describe historical processes; explain cause and effect relations of historical events and processes; construct a historical context; compare historical processes of different periods; interpret historical sources; appraise the value of historiographic interpretations.

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours 30

### Grading

Student activity will be monitored throughout the entire semester. Attendance is mandatory. Students must write a seminar and present it during lectures. The final exam is oral.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Istraživanje [EN]
- 1 ECTS Seminarski rad [EN]
- 1 ECTS Usmeni ispit [EN]
- 4 ECTS

## Forms of Teaching

- » Predavanja
  - » lectures that include small workshops
- » Seminar
  - » student has to write a paper during the semester

## Week by Week Schedule

1. Introduction to the course; Short introduction to sources and chronology;
2. Terminology overview (culture, civilisation, society); Discussion;
3. Paleolithic and neolithic in the Levant; Ghassul and Natufian culture; Discussion;
4. Egypt in the predynastic period; Neolithic revolution in Nubia; Discussion;
5. Paleolithic and Neolithic in Anatolia; Discussion;
6. Bronze Age, the urbanization processes in Anatolia, Syria and southern Levant;
7. Bronze Age in eastern Mediterranean; The architecture of palaces, Crete thalassocracy; Development of the writing systems (Crete hieroglyphics, Linear A and Linear B); Discussion;
8. Cycladic culture and art; Bronze Age in Anatolia; Discussion;
9. Bronze Age Syria; Amorites and the writings from Ebla; Discussion;
10. The collapse of Late Bronze Age in eastern Mediterranean; Discussion;
11. Archaic period in Greece; Phoenicians; Discussion;
12. Iron Age in Anatolia; Discussion;
13. The role and the importance of trade (Via Maris and The King's Highway); Discussion;
14. Assyrian domination in eastern Mediterranean; Discussion;
15. Conclusion / Guest lecture / Exhibition.

## Literature



Hawkes, J. (1966). *Prehistorija, Historija čovječanstva, sv. I., knj. 1.*, Naprijed, Zagreb



Woolley, L. (1966). *Počeci civilizacije, Historija Čovječanstva, sv. I., knj. 2.*, Naprijed, Zagreb



Miličević Bradač, M. (2004). *Stara Grčka: Grci na Crnom moru*, Školska knjiga, Zagreb



Bar-Yosef, O. (1998). *The Natufian culture in the Levant, threshold to the origins of agriculture*, *Evol. Anthropol.*, 6(1998): 159–177.



Schmidt, K. (2010). *Göbekli Tepe—the Stone Age Sanctuaries: New results of ongoing excavations with a special focus on sculptures and high reliefs*, *Documenta Praehistorica* 37(2010): 239–256.

## Similar Courses

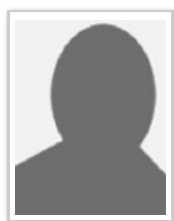
- » Mediterranean prehistory, Oxford

# Social Impact Analysis

214027



## Lecturer



izv. prof. dr. sc.  
Ivan Balabanić

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

15

15

## Grading

At the very beginning of the course students will choose a topic that will be crucial for the preparation of the project of social impact analysis.

Individual project submitted in the form of detailed project design is a prerequisite for success on the course. Overall grade will be based the success in project preparation, active participation in class, and success in the final written exam.

## Course Description

Analysis of social impact is an effort to advance the value and assessment of social consequences that are likely to follow from the implementation of certain policies or programs, and specific actions by public or local politics, or individual public or private organizations. The importance of carrying out the analysis of social impacts is a direct consequence of recognizing the complexity of human communities and the realization that negative, unintended consequences may obscure the initial desired positive effect of the implementation of policies / programs / changes. The aim of this course is to enable students to recognize the different levels of potential social impacts as a result of the implementation of policies / programs / changes, learn to prepare an analysis of social impact, identify important indicators of social impacts according to the different dimensions of its importance for the individual, family and community, and to enable them to independently create project of social impact assessment.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Apply knowledge related to social impact.
2. Recognize patterns of social development.
3. Use corpus of knowledge related to findings and methodology of social impact.
4. Analyze and critically evaluate studies of social impact.
5. Define role of public in social impact assessment.
6. Design social impact assessment project.
7. Identify social impacts of public policies and projects.

## Study Programme Learning Outcomes

Dual-major studies

Sociology

Analyze the social effects of certain globalization processes

Evaluate social impact of social changes in society

Implement an appropriate method to research social phenomena

Create a project proposal

Discuss about current geopolitical issues

Describe the elements of social dynamics

Recognize the elements of cultural/collective memory

Recognize the generators of conflicts in contemporary society

Apply knowledge of sociological theories in managing conflict situations

Apply qualitative and quantitative data processing programs

Interpret certain social processes using knowledge of sociological theories  
Understand the social mechanisms of interaction

#### Sociology

Evaluate social impact of social changes in society  
Implement an appropriate method to research social phenomena  
Create a project proposal  
Explain the role of sociology in society  
Describe the elements of social dynamics  
Organize data to create strategies  
Recognize the generators of conflicts in contemporary society  
Recognize the elements of cultural/collective memory  
Apply knowledge of sociological theories in managing conflict situations  
Apply qualitative and quantitative data processing programs  
Differentiate sampling methods for social research  
Apply social research methods in labor market analyses  
Evaluate appropriate ways of intervention of a certain social issue  
Develop and select different problem-solving strategies

#### Screening of student's work

1 ECTS Pohađanje nastave [EN]  
1 ECTS Pismeni ispit [EN]  
1 ECTS Projekt [EN]  

---

3 ECTS

#### Forms of Teaching

- » Predavanja
  - » Lectures with assignments and discussion.
- » Metodičke vježbe
  - » Working in teams on a specific project, developing the approach, research questions and instruments, together with the budget in order to measure the social impact of a given social project.

#### Week by Week Schedule

1. Course introduction, overview of social research methods in general
2. Introduction to SIA, history of SIA
3. Methodological approaches
4. Preliminary activities of the SIA process, SIA chain
5. Selection of impacts, difference between social change and social impact
6. Cultural impacts
7. Lifestyle impacts
8. Health impacts
9. Community impacts
10. Economic impacts
11. Environmental impacts
12. SIA indicators
13. Methods of data collection
14. Data analysis
15. Presentation of results, translating key findings into policies

## Literature



Burdge, Rabel J. (2004). *A community guide to social impact assessment*, Social Ecology Press

## Additional Literature



Brajdić Vuković, M., Ančić, B. i Domazet, M. (2014). *Podrška: Trajni učinak ili poticajni trenutak?*, Nacionalna zaklada za razvoj civilnoga društva

# Social media

118530

## Lecturer



Vanesa Varga,  
doc. dr. sc.

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours 30

### Grading

50% seminar paper, 50%  
exam/preliminary exams.

## Course Description

The objective of the course is to provide students with basic knowledge from the field of social media, that is, to acquire and understand scientific and technical terminology and the historical development of the Internet and social media. The goal is also to familiarize students with the contemporary changes in the modes of communication and to employ critical thinking of such changes and circumstances. The role of online communication in all the spheres of society.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Distinguish and understand the fundamental scientific and technical terminology in the field of online communication and social media.
2. Compare critically the advantages, disadvantages and the roles of the social media.
3. Explain the role of social media in a variety of social spheres: economy, politics, religion, education and so on.
4. Compare and classify different types of social media.
5. Use social media in a socially responsible and beneficial way.
6. Explain the one's own choice of the use of social media
7. Write a seminar paper related to some of the current issues in social media.

## Study Programme Learning Outcomes

### Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Define and describe the disciplines of contemporary communication studies, the history of their development and central problems, and use professional terminology in different areas of communication studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Coordinate discussions and provide explanatory comments on a number of issues primarily of a communication nature, but also of a social, cultural or political nature

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media



Develop oral and written communication skills

Develop competences in professional and interdisciplinary teamwork

## General Competencies

Define, describe and evaluate social media, the history of their development and central issues.

Apply, classify and differentiate technical terminology.

Identify, evaluate and use a variety of scientific methods in social science, applied in communication sciences.

Professionally apply acquired theoretical and practical knowledge on the sphere of social media.

## Screening of student's work

5 ECTS Seminarski rad [EN]

5 ECTS

## Forms of Teaching

» Seminar

» Social Media

## Week by Week Schedule

1. A brief history of the Internet and Social Media (ARPANET, the World Wide Web, first forums, blogs and social networks). Development of the Internet (comparison of the Web 1.0, Web 2.0 and Web 3.0). Web 2.0 as a base for Social Media. Theoretical analysis of the role of the Internet since Marshall McLuhan up to now and the definition of social media in the context of mass communication theories.
2. Virtual reality (the relationship of the real and virtual space, virtual space as an extension to or a parallel of a real space). Virtual communities as places for help, support, counseling, information and entertainment.
3. Social media (definition of the syntagm Social Media). Classification of social media (social networks, user-generated pages, game and entertainment sites, and trade and shopping sites).
4. Facebook: development and business. Ways of sharing information, endangering privacy, user impact, competition, Facebook Ads. YouTube: Development and Business. User generated content, user impact, copyright protection, YouTube and television.
5. Other examples of Social Media: development and business (Twitter, Instagram, Wikipedia, SnapChat, Pinterest, Google+, LinkedIn).
6. Social media and journalism.
7. Digital culture: fundamental characteristics (users, speed, visualization, copying of content and more).
8. Public Relations, Marketing and Social Media. Community management. Writing for blogs and social media. Social Media Business Strategy. Digital Marketing. Google: development and business.
9. Social media and civil actions. Social media as tools for organizing and conducting civil actions. The fundamental characteristics of Internet activism. Influence of social media on society.
10. Social media for learning and teaching. Online classrooms and lectures, advantages and disadvantages of learning with Internet.
11. Digital identity of an individual (false representation, self-presentation, e-portfolio).
12. Social media and politics. Digital electoral political campaigns.
13. Social media and religion. Online religious communities, Internet as a space for expression of religious identity, religious rites and rituals.
14. Methods of social media research.

15. Social media development: tendencies and forecasts.

### Literature



Jan Van Dijk: (2012). *The Network Society*, Sage Publications



Jose Van Dijck (2013). *The Culture of Connectivity: A Critical History of Social Media*, Oxford University Press



Manuel Castells (2012). *Networks of Outrage and Hope: Social Movements in the Internet Age*, Polity Press

### Similar Courses

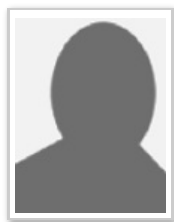
» Social Media – Buzz word or Revolution?, Oxford

# Social media analytics

227718



## Lecturer



izv. prof. dr. sc.  
Ivan Balabanić

ECTS Credits 3.0

English Level L1

E-learning Level L1 (1%)

Study Hours

15

15

Teaching Assistant  
doc. dr. sc. Luka Šikić

## Grading

Attendance at at least 12 teaching units, Creation and presentation of an empirical project

## Course Description

Social media has become an important tool for creating knowledge and spreading opinions. At the same time, social media has allowed companies to interact with consumers in real time. Furthermore, the size and richness of social media data has provided a wide range of insights to better understand society and transform business and marketing activities.

The Social Media Analytics course will provide students with an understanding of social media and analytical tools to leverage social media data. The course will describe the current state and trends in the social media space, clarify the technological infrastructure of social media platforms, and show how artificial intelligence and linguistic and statistical methods can be used to study relevant topics in social media. The course will present the most modern tools for social media analysis such as: data visualization, sentiment analysis, topic modeling, social network analysis, machine learning, natural language processing, neural networks, etc. These tools will enable students to independently interpret, analyze and develop analytical strategy for social media management.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze the state and contemporary trends in the social media space.
2. Analyze the ICT infrastructure of social media
3. Analyze and apply key concepts of social media valuation.
4. Analyze specific and unique aspects of individual social media.
5. Analyze thematic importance in social media analysis.
6. Interpret the results of scientific and business research on social media.
7. Develop the ability to collect, clean and prepare social media data for analysis.
8. Apply the most up-to-date methods and appropriate tools for social media analysis.

## Study Programme Learning Outcomes

Dual-major studies

Sociology

- Analyze the social effects of certain globalization processes
- Implement an appropriate method to research social phenomena
- Apply qualitative and quantitative data processing programs

## Sociology

- Analyze the social effects of certain globalization processes
- Implement an appropriate method to research social phenomena
- Apply qualitative and quantitative data processing programs

## Screening of student's work

- 0.75 ECTS Pohađanje nastave [EN]
- 0.75 ECTS Istraživanje [EN]
- 0.75 ECTS Projekt [EN]
- 0.75 ECTS Praktični rad [EN]

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- 3 ECTS

## Week by Week Schedule

1. Introduction and overview of the subject
2. The current state and latest trends in the social media space
3. IT prerequisites and programming language syntax (R, Python) for social media analysis
4. Big data infrastructure and data collection procedures (API, web / screen scraping) for social media analysis
5. Methods for social media analysis I (descriptive statistics, visualization)
6. Social media analysis methods II (network analysis, natural language processing)
7. Methods for social media analysis III (time series, machine learning, deep learning, neural networks)
8. General principles of digital marketing (key performance indicators, search engine optimization, "listening" to social media)
9. Twitter: trend formation and event detection
10. Facebook: an institutional, political and brand outreach analysis
11. Instagram: influencer marketplace and image recognition
12. LinkedIn: business network analysis and spatial (geo-location) analysis
13. Internet portals and forums: text analysis and natural language processing (NLP)
14. Traditional media (newspapers, TV, radio): analysis of public mood and polarity of opinion
15. Future trends in social networks

## Literature



Klassen, M., Russel, M.A. (2019). *Mining the Social Web*, O'Reilly Media



Bali, R., Sarkar, D., Sharma, T. (2017). *Learning Social Media Analytics with R*, Packt Publishing

## Additional Literature



Szabo, G., Polatkan, G., Boykin, P. O., Chalkiopoulos, A. (2018). *Social Media Data Mining and Analytics*, Wiley



Goncalves, A. (2017). *Social Media Analytics Strategy - Using Data to Optimize Business Performance*, Apress



Bonzanini, B. (2016). *Mastering Social Media Mining with Python*, Packt Publishing

# Social phenomenology

211224

## Lecturer



doc. dr. sc.  
Erik Brezovec

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

### Grading

1. Exam/midterm : 60% 2.  
Seminar discussion and research  
participation 25%

## Course Description

Introduce the most important concepts and the development of the phenomenological sociology to the graduate (master degree) students of sociology. The goal of the course is to see the possibilities of connecting the philosophical phenomenology with the sociology. The phenomenological sociology have its own foundations in the philosophy of Edmund Husserl, life-world concept of Alfred Schutz, social construction of reality of Peter L. Berger and Thomas Luckmann, ethnomethodology of Harold Garfinkel.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Relate the basic terms in the phenomenology and ethnomethodology
2. Analyze diachronic development of the phenomenological thought toward society
3. Use the phenomenology for the analysis of the scientific research
4. Criticize and connect the phenomenological theoretical approaches
5. Compare a different approaches in the process of solving the theoretical problems
6. Analyze contemporary social processes through the theoretical approach of phenomenological sociology

## Study Programme Learning Outcomes

Dual-major studies

Sociology

- Explain the role of sociology in society
- Describe the elements of social dynamics
- Interpret certain social processes using knowledge of sociological theories
- Compare different theoretical traditions in sociology

Sociology

- Describe the elements of social dynamics
- Interpret certain social processes using knowledge of sociological theories
- Compare different theoretical traditions in sociology

## Forms of Teaching

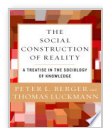
- » Predavanja
- » frontal

- » Seminar
  - » discussion

## Week by Week Schedule

1. Introduction to the course
2. Foundation of the phenomenological sociology
3. From phenomenology to sociology: meaning and intersubjectivity
4. Intersubjectivity and otherness of Other (Levinas, Sartre, Merleau-Ponty)
5. Time and identity
6. Subjective and objective meaning of action
7. Structure of the life-world - definition of the situation and action in the everyday life
8. Life-world of A. Schutz and J. Habermas
9. Thomas Luckmann and the birth of institutions
10. Tipization of the social world and social relations
11. Intercultural understanding: how to understand a stranger?
12. Knowledge and interaction: sociology of knowledge
13. Social construction of reality: institutionalization, legitimization, internalization
14. Body, meaning and communication
15. Contemporary research topics: body, knowledge, culture

## Literature



Peter L. Berger, Thomas Luckmann (2011). *The Social Construction of Reality*, Open Road Media



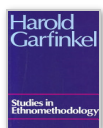
Hisashi, N. i Waksler, F. C. ed. (2012). *Interaction and Everyday Life: phenomenological and etnometodological honor of Georg Psathas*, New York : Lexington Books.



Spasić I. (2004). *Sociologije svakodnevnog života*, Beograd: Radunić



Pavić, Ž. (1994). *Fenomenologija i sociologija. Uvod u 'refleksivnu sociologiju'*, Društvena istraživanja, 3(2-3) (10-11)



Harold Garfinkel (1991). *Studies in Ethnomethodology*, Polity

## Similar Courses

- » -, Oxford

# Sociology of Consumption

211222



## Course Description

Introducing the students with the sociological approaches on consumption as a social process, consumers as a social group and the market as a social relation.

Discussing the key concepts sociology of consumption is based on, theories of consumer society and their operationalization in consumption related empirical research.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Summarize theoretical concepts and empirical models in the sociology of consumption as a recent specialist subdiscipline of sociology;
2. Defend the theoretical conceptualization and operationalization of the key concepts.
3. Use insights from other sciences on consumption (economy, psychology, demography).
4. Prepare the draft for research on 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 the process of consumption.
8. Apply the acquired knowledge to the context of Croatian society.

## Study Programme Learning Outcomes

### Sociology

Evaluate social impact of social changes in society

Describe the elements of social dynamics

Interpret certain social processes using knowledge of sociological theories

## 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.

## Screening of student's work

$\frac{3 \text{ ECTS Pismeni ispit [EN]}}{3 \text{ ECTS}}$

3 ECTS

## Forms of Teaching

» Predavanja

## Week by Week Schedule

1. Introduction: What is Consumption and what does Sociology of Consumption Study
2. Basic Concepts in the Sociology of Consumption
3. The Concept of Market in Classical Sociology
4. Market Society and the Process of Marketization
5. Socio-demographic and Psychological Aspects of Consumption



6. The Process of Commodification
7. Fundamental Features of Consumer Society and Culture
8. Theorists of Sociology of Consumption
9. Consumers and/or Customers
10. Brands – Social Meaning as a Commodity
11. Consumerism as an Ideology of Consumption
12. Age of Access and Experience as a Commodity
13. Digital Marketing - Guest Lecturer
14. Documentary on Consumer Society
15. Final Lecture and Discussion

## Literature



Gilles Lipovetsky (2009). *Paradoksalna sreća: Ogled o hiperpotrošačkom društvu*, Antibarbarus



Snježana Čolić (ur.) (2013). *Potrošačka kultura i konzumerizam*, Institut društvenih znanosti Ivo Pilar



Krešimir Peračković (2008). *Društvo i (ili) tržište Sociološka konceptualizacija procesa marketizacije društva*, Društvena istraživanja, 17/6;



Snježana Čolić (2008). *Sociokulturni aspekti potrošnje, potrošačke kulture i društva*, Društvena istraživanja, 17/6



Ivan Burić (2010). *Nacija zaduženih – Od komunističkog pakla do potrošačkog kapitalizma*, Jesenski i Turk

## Similar Courses

- » Sociology of Consumption, Oxford

# Sociology of Croatian Society 5

255074

## Lecturer



izv. prof. dr. sc.  
Andreja Sršen

ECTS Credits 5.0

English Level Lo

E-learning Level L1

Study Hours

15

15

15

## Course Description

## Study Programme Learning Outcomes

Sociology

Navigation icons: [Logo], [Empty], [COM], [CRO], [CRO], [CRO], [CRO], [CRO], [CRO-S], [DEM], [HIS], [HIS], [PHI], [PSY], [SCI], [SCI], [SOC], [SOC], [TEA]

# Sociology of Development

214088



## Course Description

Subject Sociology of Development is one of fundamental problems subject within the framework of the study in the stream Sociology of Development and Security. The title of the subject itself implies so. Planned learning outcome at this broader level is that individuals: Comprehend (acquire proficiency in) theoretical and empirical knowledge (accomplishments) on the concept of social development, especially the concept of sustainability and sustainable development with orientation to consider the survival in modern world of degrading natural life basis.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe conceptual definitions, theoretical concepts of development, growth, sustainability and survival;
2. Define dimensions, indicators and variables of social growth and models of measuring development;
3. Analyze learning knowledge (accomplishments), know-how and skills of analysing social (un)developing phenomena and analysing them;
4. Develop mental maps of desirable types of social developing processes for the world and Croatia;
5. Apply knowledge (accomplishments) on one's own personal development, development of one's own micro-social milieu and development of their homeland Croatia;
6. Explain acquired knowledge (accomplishments) and comprehension of the development to other (young) people who do not have a privilege to attend this course;
7. Apply acquired knowledge (accomplishments) and know-how in a professional career, but also in personal life.

## Study Programme Learning Outcomes

### Sociology

- Analyze the social effects of certain globalization processes
- Interpret certain social processes using knowledge of sociological theories
- Compare different theoretical traditions in sociology

## General Competencies

- Combine the general knowledge of society and of social processes.
- Outline the opposing viewpoints and alternative hypotheses in the various social issues.
- Outline causal relationships between the social phenomena.
- Demonstrate the social impacts of the public policies.
- Illustrate the key structural factors that are shaping the society.
- Analyse personal and local social questions in the broader social context, especially in the context of social class, ethnicity, gender, religion, capitalism, individualisation, nationalism, and globalization.
- Publicly support sociology and the social research methods as being relevant in addressing of the actual social problems and issues.
- Plan own engagement in resolving of the various social issues.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

### Grading

Emphasis is on oral exam (at the preliminary exam and the final exam) with the duration of about 30 minutes per candidate. As it is expected only about 15-20 students at the fourth year of the study, it is planned to monitor them individually – tutorial guidance. Essays are designed as texts of individual literacy. Student will take consultations from lecturers via their continually open emails. Maximum of tolerated nonappearance is 3x (1/5). Continual record-keeping of attendance is managed.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Pismeni ispit [EN]
- 3 ECTS

## Forms of Teaching

- » Predavanja
  - » Processing of teaching material
- » Seminar
  - » Students read in advance the default text and continue the process of learning in the class on the basis of discussion about this and other group activities.

## Week by Week Schedule

1. What does social development mean? Development of what? Conceptual definitions, definition of dimensions: quality of living, human rights and liberties, human relations;
2. Development for whom? – Protagonists and beneficiaries of development;
3. Development and protection of life; forms of attack on life / development and sustainability; sustainable development;
4. Development and growth – conceptual classification; growth limits, de-growth (decreasing growth), end of growth;
5. Development and progress; forms of false progress – progress and regression (survival of progress);
6. Theories of development: conventional theories (classical and neoclassical economy, from Keynesian economy to neoliberalism);
7. Theories of development - development as modernisation;
8. Theories of development - nonconventional and critical theories (Marxism and socialism, post-structuralism, post-colonialism, feminist theories of development);
9. Theories of development – critical modernism and democratic development;
10. On development from the discourse of social ecology: Natural basis of life and modern development / emerging limits , new problems and challenges;
11. Systems and methods of measuring modern social development / human development index (HDI) and the like;
12. Fundamental characteristics and problems of social development of Croatia, from 1990 to 2014, empirical data analysis;
13. National interests of development of Croatia through the prism of the concept of sustainable development;
14. Quo Vadis Croatia? – diagnosis of former development + projective ideas for Croatia in 2020 or 2030;
15. Plea for the development of new approach in considering and analysing modern development – proposal for the foundation of sociology of survival.

## Literature



*Peet, Richard; Hartwick, Elaine: Theories of Development, Guilford Press, London-New York, 2009.*



*Wolfgang Sachs The Development Dictionary, Zed Books, New York, 1992.*



*Razvoj sposoban za budućnost: prilozi promišljanju održivog razvoja Hrvatske / Lay, Vladimir (ur.). Zagreb: Institut društvenih znanosti, 2007 (monografija).*



*Lay, Vladimir; Šimleša, Dražen. Nacionalni interesi razvoja Hrvatske kroz prizmu koncepta održivog razvoja. Zagreb: Institut društvenih znanosti "Ivo Pilar", 2012.*



*Lay, Vladimir. Integralna održivost i učenje // Obrazovanje u kontekstu tranzicije / Pilić, Šime (ur.). Split: Hrvatski pedagoško-književni zbor, 2008. str. 233-258.*

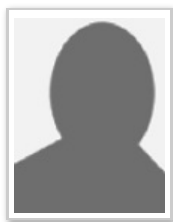
### Similar Courses

» Sociology of development, Oxford

# Sociology of Domestic Violence

214087

## Lecturer



izv. prof. dr. sc.  
Irena Cajner  
Mraović

## Course Description

The main goal is to enable students for sociological approach to research and understanding domestic violence and for creation of relevant domestic violence prevention and intervention programs. Students should be able to constructively and critically assess social response to domestic violence and on the basis of that to contribute to its improvement.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Reconstruct historical development of theoretical approach to etiology of domestic violence and development of social responses to domestic violence.
2. Combine domestic violence dynamics and social context in which domestic violence occur.
3. Compare different sociological models of domestic violence explanation .
4. Relate gender discrimination to domestic violence.
5. Analyze social conditionality of domestic violence.
6. Classify different aspects of gender discrimination in relation to social context.
7. Analyze strength and weakness of social responses to domestic violence.

## Study Programme Learning Outcomes

Dual-major studies

Sociology

- Recognize the generators of conflicts in contemporary society
- Apply knowledge of sociological theories in managing conflict situations
- Develop and select different problem-solving strategies

Sociology

- Recognize the generators of conflicts in contemporary society
- Apply knowledge of sociological theories in managing conflict situations
- Interpret certain social processes using knowledge of sociological theories

ECTS Credits 3.0

English Level L3

E-learning Level L1

Study Hours 15

15

## Grading

1. colloquium 25% 2. colloquium  
25% Written seminar 25%  
Active participation in seminars  
25%

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Seminarski rad [EN]
- 3 ECTS

## Forms of Teaching

- » Predavanja
- » Seminar

## Week by Week Schedule

1. Introduction. Historical development of theoretical approach to etiology of domestic violence and development of social responses to domestic violence.
2. Domestic violence dynamics: features of perpetrators and their victims in social context.
3. Feminist perspectives on Domestic Violence.
4. Systems perspectives on domestic violence.
5. Macrosocietal Explanations of Domestic Violence. The interaction between societal violence and domestic violence.
6. Preliminary and revised multivariate model explaining domestic violence.
7. First colloquium.
8. Seminar: Societal genesis of gender discrimination.
9. Seminar: Gender (in)equality in the family.
10. Seminar: Gender (in)equality in school.
11. Seminar: Gender (in)equality in politics.
12. Seminar: Gender (in)equality in politics.
13. Second colloquium.
14. Social responses to domestic violence.
15. Final remarks

## Literature



Singer, M., Kovčo Vukadin, I.,  
Cajner Mraović, I. (2002).  
*Kriminologija*, Nakladni zavod  
Globus

## Additional Literature



Singer, M. i sur. (2005).  
*Kriminologija delikata nasilja*,  
Nakladni zavod Globus



Kamenov, Ž., Galić, B. (2011).  
*Rodna ravnopravnost i  
diskriminacija u Hrvatskoj*,  
Ured za ravnopravnost  
spolova Vlade RH.



Harway, M., O'Neil, J.M. (1999).  
*What causes Men's Violence  
Against Women.*, Sage  
Publications.

## Similar Courses

- » Violence against Women, Oxford

# Sociology of Drug Use

214025

## Lecturer



izv. prof. dr. sc.  
Nikša Dubreta

ECTS Credits 3.0

English Level L1

E-learning Level L2

Study Hours

15

15

## Grading

Short written essay and oral presentation in seminary 30% + oral exam 70%.

## Course Description

The main goals of the elective are focused to introduction of students to classical and contemporary social theories of drug use. Also, to indicate the importance of macro and immediate social context of drug use as relevant indicator in understanding and evaluation of drug effects.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define key terms in the field of sociological research of drug use.
2. Evaluate the role and importance of social and cultural context as a constitutive part of drug effects.
3. Interpret different sociological approaches in studies of drug use phenomenon.
4. Judge the importance of drug use problem at the societal level.
5. Formulate research program at the graduate level with regard to issue of drug use.
6. Evaluate elements of media and public discourse on drugs.
7. Differentiate typologies of drugs
8. Relate authors to their studies

## Study Programme Learning Outcomes

### Sociology

Describe the elements of social dynamics

Evaluate appropriate ways of intervention of a certain social issue

Interpret certain social processes using knowledge of sociological theories

## General Competencies

Combine the general knowledge of society and of social processes.

Outline the opposing viewpoints and alternative hypotheses in the various social issues.

Outline causal relationships between the social phenomena.

Demonstrate the social impacts of the public policies.

Plan own engagement in resolving of the various social issues.

Illustrate the key structural factors that are shaping the society.

Combine the different theoretical approaches in the investigation of the social phenomena.

Point out the importance of the concepts of culture, socialization, stratification, social structure and institutions in the explanations of the social phenomena.

Publicly support sociology and the social research methods as being relevant in addressing of the actual social problems and issues.



## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 0.5 ECTS Seminarski rad [EN]
- 0.5 ECTS Usmeni ispit [EN]

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- 3 ECTS

## Forms of Teaching

- » Predavanja
  - » Lectures
- » Seminar
  - » Collective discussion on selected topic

## Week by Week Schedule

1. Sociological aspects in definition of key terms drugs, types, classifications, use/abuse, addiction etc.
2. Levels and aspects of social and cultural context;
3. Social learning theory;
4. Societal reaction and sequential model of deviance;
5. Anomie theory, drug use and delinquent subculture;
6. Socio-pharmacological approach;
7. Alfred Lindesmith toward sociology of addiction;
8. Subcultures and immediate context of drug use;
9. Youth counterculture and drug use;
10. Concept of moral panics and drug use;
11. New British sociology and "normalization thesis";
12. Social representation of drug use phenomenon;
13. Late capitalism and "economy" of drugs;
14. Sociopolitical influences on image construction of drugs and drug users;
15. Prohibitionism and antiprohibitionism.

## Literature



Dubreta, N. (2005). *Društvo i odnos prema drogama*, Hrvatska sveučilišna naklada

## Similar Courses

- » nema, Oxford

# Sociology of Education

211173

## Lecturer



doc. dr. sc.  
Katarina Dadić

ECTS Credits	3.0
English Level	Lo
E-learning Level	L1
Study Hours	30

## Course Description

### Study Programme Learning Outcomes

Dual-major studies

Sociology

- Discuss about current geopolitical issues
- Describe the elements of social dynamics
- Recognize the generators of conflicts in contemporary society
- Recognize the elements of cultural/collective memory
- Modify the explanations and basic terminology of sociological tradition to target population
- Apply knowledge of sociological theories in managing conflict situations
- Interpret certain social processes using knowledge of sociological theories
- Understand the social mechanisms of interaction
- Compare different theoretical traditions in sociology

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# Sociology of Human Resource Management

239922

## Lecturer



prof. dr. sc.  
Renato Matic

## Course Description

To acquaint students with the concept of human resources, systems and structures of employees within companies and business organization. Familiarize students with the difference between Human Resources, Talent Acquisition and Cultural Fit. As part of interpersonal relations, business ethics, vertical and horizontal relations, as well as employee trust in the Human Resources Department and authority management will be covered. Emphasis will be placed on the impact of decision-making on the collective and negotiation strategies. Guest lecturers from the private sector specializing in human resources management will be included in the classes.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify the basic concepts of business structures
2. Recognize organizational units for a better understanding of human resources
3. Identify the sociological aspects and structures of the company
4. Explain the relationship between legal frameworks from the perspective of human resources
5. Explain the impact of decision-making and business ethics on employees
6. Define the cultural affiliation of the business collective
7. Define Talent Acquisition
8. Explain the negotiation strategy

## Study Programme Learning Outcomes

Dual-major studies

Sociology

- Implement an appropriate method to research social phenomena
- Apply knowledge of sociological theories in managing conflict situations
- Evaluate appropriate ways of intervention of a certain social issue

Sociology

- Implement an appropriate method to research social phenomena
- Apply knowledge of sociological theories in managing conflict situations
- Understand the social mechanisms of interaction

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

15

15

15

Teaching Assistant

dr. sc. Lovre de Grisogono

Grading

Attendance at at least 75% of teaching units, active monitoring of classes, writing and presenting a seminar paper, taking an oral exam.



## Screening of student's work

- 0.5 ECTS Pohađanje nastave [EN]
- 1 ECTS Seminarski rad [EN]
- 1 ECTS Usmeni ispit [EN]
- 0.5 ECTS Projekt [EN]

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- 3 ECTS

## Week by Week Schedule

1. 1. Introductory lecture, definition of course requirements, introduction
2. 2. Basic concepts of entrepreneurship and company structure in the context of human resources
3. 3. Authority management
4. 4. The sociological framework of entrepreneurship, the influence of differences among staff on the dynamics of interpersonal relationships
5. 5. Responsible and ethical decision-making
6. 6. Trust of employees in the Human Resources Department and the Administration
7. 7. Business ethics and marketing
8. 8. Headhunting and the labor market from the perspective of human resources
9. 9. Culture fit
10. 10. Talent acquisition
11. 11. Human Resources Information System (HRIS)
12. 12. Social activities of employees
13. 13. Search for candidates and selection
14. 14. Negotiation strategies
15. 15. Student presentations and closing discussion

## Literature



Ur. Boxall, P., Purcell, J., i Wwighr, P. (2007). *Human resource management.*, Oxford University Press



Kayes, D. C. (2009). *Sociological Issues in Human Resource Development.*, UN Educational, Scientific and Cultural Organization



de Grisogono, L. (2022). *Sociologija informatičke profesije.*, Skripta Fakultet hrvatskih studija. Neobjavljeno



Antić, M. (2016). *Sociology of work and professional ethics.*, [pdf] Zagreb: Faculty of Civil Engineering. Dostupno na: [https://www.grad.unizg.hr/\\_download/repository/TE-XTBOOKFINAL\\_pdf.pdf](https://www.grad.unizg.hr/_download/repository/TE-XTBOOKFINAL_pdf.pdf)

# Sociology of Migration and Ethnicity

214085



## Lecturer



doc. dr. sc.  
Marica Marinović  
Golubić

## Course Description

Students will learn basic concepts, theoretical concepts regarding migrations and ethnicity with a social emphasis on these processes in Croatia.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Identify key concepts
2. Define migrational and postmigrational processes
3. Use key concepts in research
4. Identify differences between different concepts
5. Describe key processes
6. Identify key results of scientific studies

## Study Programme Learning Outcomes

Dual-major studies

Sociology

- Analyze the social effects of certain globalization processes
- Evaluate social impact of social changes in society
- Describe demographic processes

Sociology

- Analyze the social effects of certain globalization processes
- Evaluate social impact of social changes in society
- Describe demographic processes
- Discuss about current geopolitical issues

## Forms of Teaching

- » Predavanja
- » 15 lectures

## Week by Week Schedule

1. Introduction
2. Basic concepts
3. Basic concepts
4. Theories

ECTS Credits 3.0

English Level L1

E-learning Level L1 (1%)

Study Hours

15

15

## Grading

Scheduled arrival at lectures and participating in discussions. Individual preparation and participation in the fieldwork. Written and oral examination on the basis of mandatory literature.

5. Theories
6. History of migrations
7. History of migrations
8. Croats as national and ethnical community
9. Croats as national and ethnical community
10. Croats as national and ethnical community
11. Croats in other countries
12. Croats in other countries
13. Croats in other countries
14. Ethnic minorities in Croatia
15. Ethnic minorities in Croatia

## Literature



Mesić, M. *Međunarodne migracije, tokovi i teorije*



Živković, Šorer, Sekulić  
*Asimilacija i identitet, Studija o hrvatskom iseljeništvu u SAD i Kanadi*

## Similar Courses

- » Migracije i održivi razvoj, Oxford

# Sociology of public health

211179



## Lecturer



doc. dr. sc.  
Erik Brezovec

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

## Grading

70% oral exam 20% seminar  
paper 10% discussion

## Course Description

The main goal of this course is to introduce the interrelation between society, health and public health institutions. This analysis does not include only institutional frame of the public health but also the active action and interaction of the individuals, groups of people and community in the prevention rehabilitation or reaction to the medical and health challenges or social pathology phenomena.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the basic theoretical background of the sociology that include the field of public health
2. Explain the statistical data regarding social health phenomena
3. Use the sociological theoretical concepts in the public health actualities in Croatian society
4. Explain the importance of sociology in the public health problematic
5. Describe the relationship between sociology and social epidemiology
6. Explain the role of social interaction in the prevention of Addiction

## Study Programme Learning Outcomes

Dual-major studies

Sociology

Evaluate social impact of social changes in society

Modify the explanations and basic terminology of sociological tradition to target population

Sociology

Evaluate social impact of social changes in society

Explain the role of sociology in society

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

0.5 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

1 ECTS Projekt [EN]

3 ECTS

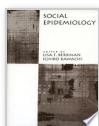
## Week by Week Schedule

1. Introduction lecture
2. Basic terminology of sociology of public health - social epidemiology, epidemiology and sociology
3. Emil Durkheim and social (de)integration
4. Social interaction and individual and social health
5. Student seminar papers presentation - sociological reflexion on the research conducted in the social epidemiology
6. Social world and psychological health of individual
7. Social aspects of addictions - stigma and addict identity
8. Social aspects of addictions - rehabilitation and resocialization
9. Clubs of treated alcoholics -
10. Policy and campaign of youth addiction prevention
11. Public health system in Croatia
12. COVID-19 and society - developing a new-old forms of social solidarity
13. Institutional organization of COVID-19 pandemic in Croatia
14. Seminar papers and final discussion
15. Mid term

## Literature



Paul Higgs, Graham Scambler (2005). *Modernity, Medicine and Health*, Routledge



Lisa F. Berkman, Professor and Chair Department of Health and Social Behavior  
Lisa F Berkman, PH.D., Ichiro Kawachi, Professor of Social Epidemiology & Chairman of the Department of Society Human Development and Health Ichiro Kawachi (2000). *Social Epidemiology*, Oxford University Press



Mervyn Susser (1973). *Causal Thinking in the Health Sciences*



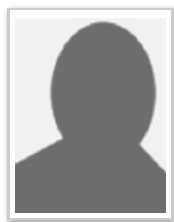
Brezovec, E., Ježovita, J. i Zoričić, Z. (2020). *The Role of Social Integration in the Clubs of Treated Alcoholics in Croatia. Interdisciplinary Description of Complex Systems*, Interdisciplinary Description of Complex Systems, 18 (1)



# Sociology of Social Changes

211170

## Lecturer



doc. dr. sc.  
Erik Brezovec

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Grading

Regular attendance at classes and participation in discussions on the lecture topic are valued; the final written exam is graded.

## Course Description

Introduce students to sociological theories of social change, starting from the basic sociological concepts and contemporary theories of social change to the definition of sociology as science of social change

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the basic concepts and major theories of social change
2. Compare different approaches of social change and theoretically synthesize in the form of model
3. Use the fond of acquired knowledge for the purpose of theoretical conceptualization of potential research problem
4. Analyze data from secondary sources and conclude which social processes are relevant
5. Distinguish theories of social change from the ideology of progress
6. Apply theoretical conceptualization in the operationalization of empirical research

## Study Programme Learning Outcomes

Dual-major studies

Sociology

- Analyze the social effects of certain globalization processes
- Evaluate social impact of social changes in society
- Discuss about current geopolitical issues
- Describe the elements of social dynamics
- Describe demographic processes
- Recognize the generators of conflicts in contemporary society
- Recognize the elements of cultural/collective memory
- Apply knowledge of sociological theories in managing conflict situations
- Interpret certain social processes using knowledge of sociological theories
- Understand the social mechanisms of interaction
- Compare different theoretical traditions in sociology

Sociology

- Analyze the social effects of certain globalization processes
- Evaluate social impact of social changes in society
- Implement an appropriate method to research social phenomena

- Explain the role of sociology in society
- Describe the elements of social dynamics
- Recognize the generators of conflicts in contemporary society
- Recognize the elements of cultural/collective memory
- Apply knowledge of sociological theories in managing conflict situations
- Evaluate appropriate ways of intervention of a certain social issue
- Interpret certain social processes using knowledge of sociological theories
- Discuss about current geopolitical issues
- Understand the social mechanisms of interaction
- Compare different theoretical traditions in sociology

## General Competencies

Upon successfully passed exam, students will be able to:

Combine the general knowledge of society and of social processes.

Plan own engagement in resolving of the various social issues.

Illustrate the key structural factors that are shaping the society.

Analyse the social change using classical and contemporary sociological approaches.

Compare the macro and micro level of the sociological analysis.

Combine the different theoretical approaches in the investigation of the social phenomena.

Analyse personal and local social questions in the broader social context, especially in the context of social class, ethnicity, gender, religion, capitalism, individualisation, nationalism, and globalization.

Analyse the origin of the social problems and conflicts while bearing in mind the ways in which the social order is maintained, and is challenged.

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Pismeni ispit [EN]

3 ECTS

## Forms of Teaching

» Predavanja

## Week by Week Schedule

1. Keynote lecture: Social change as the subject of sociological research
2. Social changes in the classical sociological theories
3. Fundamental determinants of recent theoretical approach to the social change
4. Basic concepts in sociology of social change: the development and progression, regression and stagnation, social crisis, social processes, social mobility
5. Modernization and neomodernization
6. Theory of Piotr Sztompka : Sociology as a science of social change
7. The impact of technological development on social change
8. Factors of contemporary sociocultural change
9. Approach of M. Castells in the study of contemporary political change
10. Croatian society and social changes in XXth century
11. Analysis of examples of social change: Transition in Croatia
12. Analysis of examples of social change 2 : Globalization of recent sociological perspective
13. Contemporary social movements - actors of social change
14. Operationalization of theoretical concepts and draft research
15. Concluding remarks and final debate

## Literature



*Sztompka, P. (1999) The Sociology of Social Change, Oxford, Blackwell Publishers Ltd.*



*Peračković, K. (2004) Sociologija tranzicije: strukturalni, sociokulturni i neomodernizacijski pristupi, Društvena istraživanja, 14/3; 487-504.*



*Peračković, K. (2006) Društvena promjena kao predmet socioloških istraživanja, U: Društvo usluga - promjene u socioprofesionalnoj strukturi radno aktivnog stanovništva Hrvatske od 1971-2001., Doktorska disertacija, Filozofski fakultet u Zagrebu, str. 16-45.*



*Žepić, B. (1999) Osnove sociologije, (Poglavlje o društvenim promjenama), Split, Logos.*



*Rogić, I. (2000) Tehnika i samostalnost, Zagreb, Hrvatska sveučilišna naklada, IV. dio.*

## Similar Courses

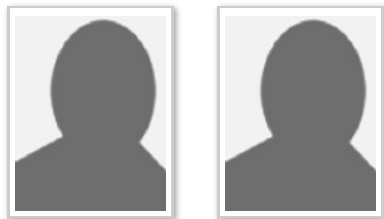
» Social Change and Conflict, Oxford

# Sociology of Social Control and Police in Croatian Society

214086



## Lecturers



izv. prof. dr. sc. Krunoslav Borovec,  
Irena Cajner doc. dr. sc.  
Mraović

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

## Grading

Colloquium 25%; Seminar essay  
25%; Reports 25%; Activity 25%

## Course Description

The aim of the Course is to develop comprehensive factual and theoretical knowledge within a number of areas in which comparative studies of social control and policing can be undertaken: social control concepts and philosophies, the role of the police in the community, the relationship between society and law enforcement agencies, the societal context of policing. During the Course, students will develop the critical understanding of different models of policing and their impact on social control in different eras of policing and in different communities, including efforts at police reform. They will apply this knowledge in practical work to fully understand community cohesion and collective efficacy as the resource and operating tools of community social control.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain different concepts of social control.
2. Compare formal and informal social control
3. Explain relations between social cohesion, collective efficacy and social control
4. Analyze the role of police in supporting informal social control
5. Explain the main concepts in the field of sociology of policing.
6. Explain the role of the police in the society.
7. Identify professional dilemmas and ethical challenges of modern policing strategies.
8. Explain the impact of policing on social control.

## Study Programme Learning Outcomes

### Sociology

Describe the elements of social dynamics

Recognize the generators of conflicts in contemporary society

Compare different theoretical traditions in sociology

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

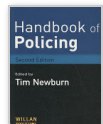
## Forms of Teaching

- » Predavanja
  - » Lectures based on the literature.
- » Seminar
  - » Practical work.

## Week by Week Schedule

1. The concept of the social control.
2. Historical development of the concept of the social control.
3. Formal and informal social control.
4. Theoretical foundations and strategies of the social control.
5. Subjects and objects of the social control.
6. The social control potentials: social capital, social cohesion and collective efficacy.
7. The perspectives of social control.
8. The first test.
9. The role of the police in the modern democratic society.
10. Solving problems oriented police.
11. Community policing - theoretical framework.
12. community policing - empirical research.
13. Procedural justice model.
14. The second test.
15. The final discussion.

## Literature



Tim Newburn (Ed) (2008).  
*Handbook of Policing.*,  
Willan Publishing



Linda S. Miller & Kären M.  
Hess (2002). *The Police in the  
Community. Strategies for the  
21st Century. Third edition.*,  
Wadsworth/Thomson  
Learning

## Similar Courses

- » Sociology of Social Control, Oxford

# Sociology of the Croatian Diaspora

205183

## Lecturer



Marina Perić Kaselj,  
izv. prof. dr. sc.

ECTS Credits 4.0

English Level L1

E-learning Level L1  
(10%)Study Hours 15  
15

## Course Description

The aim is to acquaint students with the social processes that contribute to the migration of the Croatian population, through an overview of the sociological approach to the phenomenon of migration, with focus on a multidisciplinary approach to the study of problems, and by comparing existing scientific, research and theoretical material with special reference to the research on the Croatian diaspora. We focus our attention on explaining contemporary social processes: integration, adaptation, assimilation, remigration, as well as issues of defining identity, re/constitution of the identity of Croatian diasporic communities in the world, showing the specifics of their development with regard to the causes of emigration, their position, relationships and connections with their society of origin, admissions, expatriate, generational similarities/differences, group cohesion, dynamics and interactions in cultural, economic or political organisations, the return of expatriates or arrival of descendants to an "imagined" homeland. The aim is to demonstrate how the development of new communication tools/the Internet also changes the attitudes of the Croatian diaspora towards their society of origin, leading to the emergence and development of Croatian virtual diasporic communities and a diaspora cyber culture, as well as increasingly intense transnational practices.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Develop an understanding of basic terms relating to migration and migration concepts
2. Demonstrate acquired knowledge of migration and post-migration processes through theoretical approaches and a key study
3. Demonstrate theoretical and conceptual knowledge of migration and migration processes to the Croatian diaspora
4. Criticize, define and distinguish between the character and type of Croatian Diaspora communities.
5. Analyze (conceptual-theoretical) the Croatian diaspora-Croatian migrants/emigrants/minority, Croatian emigrant/minority/ethnic/indigenous communities, Croatian migrant virtual communities
6. Identify the Croatian Diaspora by age, gender, causes/time of emigration, space of emigration/immigration.
7. Analyze the identity of the Croatian Diaspora with respect to the socio-historical context and identity diversity / hybridity (local, regional, ethnic, national).
8. Explain the social processes of the Croatian diaspora as a consequence of migration (integration, adaptation, assimilation).

## Study Programme Learning Outcomes

## Sociology

- Analyze the social effects of certain globalization processes
- Evaluate social impact of social changes in society
- Describe demographic processes
- Describe the elements of social dynamics
- Recognize the generators of conflicts in contemporary society
- Recognize the elements of cultural/collective memory
- Apply knowledge of sociological theories in managing conflict situations
- Evaluate appropriate ways of intervention of a certain social issue
- Interpret certain social processes using knowledge of sociological theories
- Discuss about current geopolitical issues

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 0.5 ECTS Esej [EN]
- 1 ECTS Kolokviji [EN]
- 0.5 ECTS Referat [EN]
- 1 ECTS Usmeni ispit [EN]

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- 4 ECTS

## Week by Week Schedule

1. Introduction: Introduction to the course, program and mode
2. Conceptual explanation: migration terms and concepts
3. Theoretical methodological reviews of migration theories and migration research.
4. Croatian migrations: emigration of Croats within different socio-political systems (from Austria-Hungary to the Republic of Croatia).
5. Croatian diaspora (conceptual definition of diaspora, indigenous minorities, national minorities, emigration / European and overseas emigration).
6. Socio-psychological aspects of migration
7. The breakup of the SFRY, the international recognition of the Republic of Croatia, the Homeland War: the role of the Croatian diaspora.
8. Incorporation processes of Croatian migrants (post-migration social processes: adaptation, integration, assimilation).
9. Return to the Homeland: social, psychological and economic aspects.
10. Women in migration processes.
11. Institutionalisation of the Croatian diaspora: forms of migrant association
12. Croatian diaspora identities: regional, native, ethnic, national, hybrid, multiple identities.
13. Croatian diaspora and transnational spaces: economic, political and social transnationalism.
14. Croatian virtual diaspora: Croatian migrant virtual communities and Croatian migrant cyber culture
15. Final lecture

## Literature



Božić Saša -urednik (2012). *Institucionalizacija hrvatske dijaspore*, Jesenski i Turk, Hrvatsko sociološko društvo



Rogić Ivan, Čizmić Ivan (2011). *Modernizacija u Hrvatskoj i hrvatska odselidba*, Institut za društvena istraživanja Ivo Pilar



Perić Kaselj, Marina i Škiljan  
Filip (ur.) (2018). *Dijasporški i  
nacionalno manjinski identiteti:  
migracije, kultura, granice,  
države*, Institut za migracije i  
narodnosti

### Similar Courses

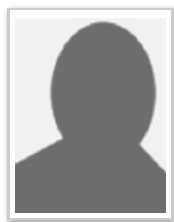
» -, Oxford



# Sociology of the Croatian Diaspora

211221

## Lecturer



Marina Perić Kaselj,  
izv. prof. dr. sc.

ECTS Credits 3.0

English Level L1

E-learning Level L1  
(10%)Study Hours 15  
15

## Grading

Class attendance, essay and colloquium.

## Course Description

The aim is to acquaint students with the social processes that contribute to the migration of the Croatian population, through an overview of the sociological approach to the phenomenon of migration, with focus on a multidisciplinary approach to the study of problems, and by comparing existing scientific, research and theoretical material with special reference to the research on the Croatian diaspora. We focus our attention on explaining contemporary social processes: integration, adaptation, assimilation, remigration, as well as issues of defining identity, re/constitution of the identity of Croatian diasporic communities in the world, showing the specifics of their development with regard to the causes of emigration, their position, relationships and connections with their society of origin, admissions, expatriate, generational similarities/differences, group cohesion, dynamics and interactions in cultural, economic or political organisations, the return of expatriates or arrival of descendants to an "imagined" homeland. The aim is to demonstrate how the development of new communication tools/the Internet also changes the attitudes of the Croatian diaspora towards their society of origin, leading to the emergence and development of Croatian virtual diasporic communities and a diaspora cyber culture, as well as increasingly intense transnational practices.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Develop an understanding of basic terms relating to migration and migration concepts
2. Demonstrate acquired knowledge of migration and post-migration processes through theoretical approaches and a key study
3. Implement theoretical and conceptual knowledge of migration and migration processes to the Croatian diaspora
4. Criticize, define and distinguish between the character and type of Croatian Diaspora communities.
5. Conceptual-theoretical analysis of the Croatian diaspora-Croatian migrants/emigrants/minority, Croatian emigrant/minority/ethnic/indigenous communities, Croatian migrant virtual communities
6. Typing of the Croatian Diaspora by age, gender, causes/time of emigration, space of emigration/immigration.
7. Analyze the identity of the Croatian Diaspora with respect to the socio-historical context and identity diversity / hybridity (local, regional, ethnic, national).
8. Explain the social processes of the Croatian diaspora as a consequence of migration (integration, adaptation, assimilation).

## Study Programme Learning Outcomes



Dual-major studies

Sociology

### Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Esej [EN]

1 ECTS Kolokviji [EN]

3 ECTS

### Forms of Teaching

» Predavanja

» Seminar

### Week by Week Schedule

1. Introduction: Introduction to the course, program and mode
2. Conceptual explanation: migration terms and concepts
3. Theoretical methodological reviews of migration theories and migration research.
4. Croatian migrations: emigration of Croats within different socio-political systems (from Austria-Hungary to the Republic of Croatia).
5. Croatian diaspora (conceptual definition of diaspora, indigenous minorities, national minorities, emigration / European and overseas emigration).
6. Socio-psychological aspects of migration
7. The breakup of the SFRY, the international recognition of the Republic of Croatia, the Homeland War: the role of the Croatian diaspora.
8. Incorporation processes of Croatian migrants (post-migration social processes: adaptation, integration, assimilation).
9. Return to the Homeland: social, psychological and economic aspects.
10. Women in migration processes.
11. Institutionalisation of the Croatian diaspora: forms of migrant association
12. Croatian diaspora identities: regional, native, ethnic, national, hybrid, multiple identities.
13. Croatian diaspora and transnational spaces: economic, political and social transnationalism.
14. Croatian virtual diaspora: Croatian migrant virtual communities and Croatian migrant cyber culture
15. Final lecture

### Literature



Božić Saša -urednik (2012). *Institucionalizacija hrvatske dijaspore*, Jesenski i Turk, Hrvatsko sociološko društvo



Rogić Ivan, Čizmić Ivan (2011). *Modernizacija u Hrvatskoj i hrvatska odselidba*, Institut za društvena istraživanja Ivo Pilar



Perić Kaselj, Marina i Škiljan Filip (ur.) (2018). *Dijasporski i nacionalno manjinski identiteti: migracije, kultura, granice, države*, Institut za migracije i narodnosti

## Similar Courses

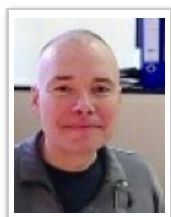
» -, Oxford

# Sociology of the Information Technology Profession

227719



## Lecturer



prof. dr. sc.  
Renato Matic

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

15

15

Teaching Assistant

dr. sc. Lovre de Grisogono

Grading

Attendance at at least 75% of teaching units, active monitoring of classes, writing a seminar paper, taking an oral exam.

## Course Description

To acquaint students with the basic division of IT companies, the organization and structure of teams, dynamics between and within team organizations, and legal and ethical business frameworks. Emphasis will be placed on interpersonal relations, both vertical and horizontal, business ethics, job systematization, human resources management and trust in management and company structure as crucial factors. Field teaching will be organized in the form of a visit to renowned Croatian IT companies.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the basic terms of IT companies
2. Explain the relationship of legal frameworks to the influence of sociological structures
3. Explain the relationship of ethical frameworks to the influence of sociological structures
4. Apply business ethics within IT companies
5. Apply the understanding of job systematization to the dynamics of social relations
6. Identify sociological aspects and structures within IT companies
7. Identify organizational units and structures
8. Explain social relations in an IT company

## Study Programme Learning Outcomes

Dual-major studies

Sociology

Evaluate social impact of social changes in society

Interpret certain social processes using knowledge of sociological theories

Sociology

Evaluate social impact of social changes in society

Interpret certain social processes using knowledge of sociological theories

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

## Week by Week Schedule

1. Introductory lecture, definition of course conditions
2. Basic terms and division of IT companies, agency work, development work and research work
3. Structure of IT companies, teams, diversity of technical staff (DevOps, Devs, FrontDevs, BackDevs, SecOps, etc.)
4. The sociological framework of IT companies, the impact of differences among technical personnel on the dynamics of interpersonal relationships
5. Basics of the Labor Law and the Labor Regulations and their impact on the organization
6. The code of ethics, the ethics commissioner and their role in the sociological sense of the company's functioning
7. Systematization of workplaces, legal framework, ethical framework and influence on interpersonal relations
8. Social-hierarchical structure within the company with an emphasis on the relationship between technical and non-technical personnel
9. The social-hierarchical structure of the team (architects, seniors, mids, juniors and QA) and sociological implications for the performance of obligations
10. Mutual cooperation, team hierarchy, sociological analysis of the company's social structure and relations with clients
11. Sociological types of pause; daily, weekly and annual leave in an IT environment
12. Bad ethical practices of employers and bad ethical habits of employees
13. Human resources management, analysis of sociological elements in building employee trust in the system
14. Sociological patterns of IT companies
15. Business ethics at work, marketing, headhunting and the labor market

## Literature



Dhillon, B. S. (2002). *Engineering and Technology Management Tools and Applications.*, London: Artech House.



Reynolds, G. W. (2003). *Ethics in information technology.*, Boston: Course Technology.



Mandjāk, S., Szanto Z. (2010). *How can economic sociology help business relationship management?*, Journal of Business & Industrial Marketing, 25 (3)



Antić, M. (2016). *Sociology of work and professional ethics.*, Zagreb: Faculty of Civil Engineering



Buckhill d.o.o. (2020). *Sistematizacija radnih mjesta. Interni dokument poduzeća Buckhill d.o.o.*



Buckhill d.o.o. (2019). *Etički kodeks. Interni dokument poduzeća Buckhill d.o.o.*



Buckhill d.o.o. (2020). *Pravilnik o radu. Interni dokument poduzeća Buckhill d.o.o.*



*Odabrani dijelovi Zakona o radu (NN 93/14, 127/17, 98/19)*

## Additional Literature



Watson, T. (2011). *Sociology, Work and Organisation.*, London: Routlage

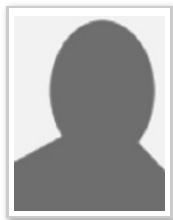


Bilevičienė T., Bilevičiūtė, E., Paražinskaitė, G. (2015). *Innovative Trends in Human Resources Management, Economics and Sociology*, Vol. 8, No 4

# Space and Population

253803

## Lecturer



prof. dr. sc.  
Roko Mišetić

## Course Description

The course aims to familiarize students with the development of the world's population and its distribution on the Earth, particularly highlighting continental and regional differences in light of natural geographical and socio-economic conditions.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the movement of the number and distribution of the world's population.
2. Explain the natural-geographic conditioning of the development and distribution of the world population.
3. Explain the socio-economic conditionality of the development and distribution of the world population.
4. Explain the impact of population development and distribution on the environment.

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

Explain the gravity of the problem of today's level of demographic negativity and emigrants' separation from their home country

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

### Dual-major studies

## Screening of student's work

- 0.5 ECTS Pohadanje nastave [EN]
- 0.5 ECTS Kolokviji [EN]
- 0.5 ECTS Pismeni ispit [EN]
- 0.5 ECTS Seminarski rad [EN]
- 2 ECTS

## Week by Week Schedule

1. Introductory lecture

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours 15

15

Teaching Assistant

Dino Bečić, mag. geogr.

Grading

Regular attendance at classes, passed mid-semester test, discussion in class and independent preparation of a research assignment.



2. Space, theoretical concept and definition
3. World population development
4. Population distribution on Earth
5. Population and natural basis - climate and population
6. Population and natural basis - relief and population
7. Population and natural basis - natural resources and population
8. Mid-semester test
9. Population and socio-economic development - population overcrowding
10. Population and socio-economic development - urbanization and population
11. Population and socio-economic development - development and population 1
12. Population and socio-economic development - development and population 2
13. Population and environment
14. Final lecture
15. Final exam

## Literature



Ivo Nejašmić, Ivica Rendulić  
(2006). *Demogeografija*



Alica Wertheimer-Baletić  
(1999). *Stanovništvo i razvoj*



Stjepan Šterc (2015). *Geografski  
i demogeografski identitet*,  
Manualia Universitatis  
studiorum Zagabiensis,  
Prirodoslovno-matematički  
fakultet Sveučilišta u Zagrebu,  
Sveučilišna tiskara



# Speaking and Presentation Skills in English

66554



## Lecturer



Adrian Jadranko  
Beljo,  
v. pred.

## Course Description

Acquiring techniques and strategies for listening comprehension for academic purposes, improving students' speaking and presentation skills through reading and analyzing texts, as well as discussing topics related to their fields of study, further development of language competence on phonological and semantic level, autonomous integration of acquired speaking and presentation skills in short presentations related to students' fields of study or interests.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe and apply the basic principles of successful presentations in the English language
2. Use key words and expressions in the English language necessary to prepare a proper introduction and conclusion to a presentation
3. Use key words and expressions in the English language necessary to structure the presentation and to describe graphs, charts, tables etc
4. Use strategies to pose and to answer questions in the English language
5. Apply the basic techniques and strategies for successful listening in an academic setting
6. Show presentation skills by presenting a specific topic from their fields of expertise in the English language
7. Support their opinions on a topic from their fields of expertise in the English language

## Study Programme Learning Outcomes

Communication Studies

## General Competencies

Apply and classify professional terms in various branches of communication sciences in the English language, critically evaluate, present arguments and defend positions on topics from students fields of study in the English language, apply speaking and presentation skills in the English language.

## Week by Week Schedule

1. Placement test
2. Basic features of a successful presentation

ECTS Credits	5.0
English Level	Lo
E-learning Level	L1
Study Hours	60

## Grading

Regular attendance and active participation. Preparations, independent reading, written assignments and presentation. Final exam including the written and the oral part. regular attendance and active participation 30%; written assignments 20%; presentation(s) 20%; written exam 15%; oral exam 15%.

3. Use of different tenses in the English language (adverbs of time and tenses)
4. Essential words and expressions for presenting information about yourself, the institution etc. in the English language
5. Presentation introduction (key words and expressions in the English language + preparation methods)
6. Content and formal structure of the presentation
7. Functional styles - differences between formal and informal styles
8. Essential words and expressions for describing graphs, charts and tables in the English language
9. Non-verbal communication
10. Presentation conclusion (key words and expressions in the English language)
11. Successfully posing and dealing with questions, and providing appropriate answers at the end of the presentation (key words and expressions in the English language)
12. Presentation assessment
13. Essential techniques and strategies for successful listening in an academic environment
14. Student presentations on selected topics
15. Review and evaluation of work in the course

## Literature



Hughes J., Mallett, A. (2012). *Successful Presentations*, Oxford: Oxford University Press



Duncan, J., Parker A. (2007). *Open Forum 3: Academic Listening and Speaking*, Oxford: Oxford University Press



*Englesko-engleski rječnik po izboru studenata*



*Autentični materijali za slušanje i čitanje*

# Speaking and Presentation Skills in German

96366



## Course Description

The objective of the course is to enable students to acquire the techniques and strategies required for listening in the German language, as well as skills required to successfully deliver presentations in academic settings in the German language.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe and apply the basic principles of successful presentations in the German language
2. Recognize and use key words and expressions in the German language necessary to prepare a proper introduction and conclusion to a presentation
3. Recognize and use key words and expressions in the German language necessary to structure the presentation and to describe graphs, charts, tables etc.
4. Recognize and use strategies to pose and to answer questions in the German language
5. Apply the basic techniques and strategies for successful listening in an academic setting
6. Prepare a presentation on a specific topic from their fields of expertise in the German language
7. Argue to support their opinions on a topic from their fields of expertise in the German language

## Study Programme Learning Outcomes

Communication Studies

## General Competencies

- identify the basic elements of presentations and key information when listening in German (specialised topics) - critically evaluate, present arguments and defend positions on topics from students fields of study in the German language - present opinions and views on topics from students fields of expertise in the German language

## Screening of student's work

- 2 ECTS Pohadanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Usmeni ispit [EN]
- 1 ECTS presentations
- 5 ECTS

## Forms of Teaching

- » Seminar
  - » seminar, presentations, homework, group work

## Week by Week Schedule

1. Placement test
2. Essential words and expressions for expressing ones opinion, agreement or disagreement in the German language

3. Essential words and expressions for presenting information about oneself, the institution etc. in the German language
4. Register and style
5. Basic features of a successful presentation
6. Presentation introduction (key words and expressions in the German language)
7. Presentation conclusion (key words and expressions in the German language)
8. Essential words and expressions for describing graphs, charts and tables in the German language
9. Essential words and expressions for describing, comparing and providing examples in the German language
10. Essential words and expressions for defining and drawing conclusions in the German language
11. Essential words and expressions for dealing with mistakes and unpleasant questions in the German language
12. Successfully posing and dealing with questions, and providing appropriate answers at the end of the presentation (key words and expressions in the German language)
13. Essential techniques and strategies for successful listening in an academic environment
14. Student presentations on selected topics
15. Review and evaluation

## Literature



Franck, Norbert (2012).  
*Gekonnt referieren.  
Überzeugend präsentieren.  
Leitfaden für Sozial- und  
Geisteswissenschaften,  
(odbrana poglavlja),*  
Wiesbaden: Springer VS



*Autentični materijali za  
slušanje i čitanje*



*Njemačko-njemački rječnik po  
izboru studenata*

## Similar Courses

- » Retorika u poslovnoj komunikaciji, Oxford

# Strategic Thinking in Public Relations

187978



## Lecturer



Krešimir Dabo,  
doc.

ECTS Credits 5.0

English Level L2

E-learning Level L1

Study Hours 30

## Grading

The final grade shall be based on the student's work during the semester, the results of the written exam and seminar paper.

## Course Description

Provide students with an insight into the key strategic issues concerning the management of organizations and projects in the domain of public relations and building of organizational relationships. Enable the students to solve strategic problems which they will face in their work in PR. Familiarize them with the basic management theories, practices and skills in the domain of strategic thinking.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Distinguish and use the techniques and tools of strategic thinking and management,
2. Analyze the organizational situation, its context, participants and diagnose organizational problems,
3. Apply into practice the tools and techniques of organizational analysis, decision-making process and creative approach to solutions,
4. Demonstrate the ability to self-consciously, professionally, independently and effectively participate in the development of organizational business plans
5. Demonstrate the ability to effectively and confidently present issues and solutions,
6. Apply ethical principles of organizational behavior and social responsibility
7. Identify, distinguish and correctly apply the principles of project and process management.

## Study Programme Learning Outcomes

### Communication Studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

Develop competences in professional and interdisciplinary teamwork

Professionally apply acquired specialist, theoretical and practical knowledge in

the sphere of media, i.e. journalism, public relations and scientific research in communications

## General Competencies

Define, describe and evaluate strategic thinking and central issues. Apply, classify and distinguish professional terminology. Expertly and professionally apply the acquired specialist and practical knowledge in the field of media and journalism, public relations and scientific research in communicology. Demonstrate accountability, professional ethics, autonomy and initiative in work.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Kolokviji [EN]
- 2 ECTS Projekt [EN]
- 5 ECTS

## Forms of Teaching

- » Predavanja
  - » lectures are performed using ppt presentations and video materials. They include discussions
- » Seminar
  - » Seminar includes interactive work, exercising implementation of various methods and techniques on practical examples.

## Week by Week Schedule

1. Introductory class: course review, student expectations, basic concepts, several examples, micro drill/interactive game
2. Thinking: types of thinking, water logic - rock logic, creative thinking, reflexive thinking, strategic thinking
3. Strategy (2 class blocks): definition, historical review, the development of strategic thinking, theorists / practitioners, types of strategies, strategic applications: politics, diplomacy, military strategy, business strategy, practical examples
4. Strategy (2 class blocks): definition, historical review, the development of strategic thinking, theorists / practitioners, types of strategies, strategic applications: politics, diplomacy, military strategy, business strategy, practical examples
5. Organization basics: organization formation, organization structure, types of organizations, theoretical view: managing and system theories, homework: observing the surroundings
6. Analysis of strategic planning: the basics of analytics, why analytics are important, types of analysis according to objectives, external analysis: market, environment, organization; homework assigned in some of the analytical techniques (group work)
7. Setting goals and evaluation: goals, the difference between goals, tactics and strategy, practice in setting goals, the connection between goals, expectations, results, evaluation of achieved goals, analyzing the effectiveness
8. Tactics of strategic planning: Connection between strategies and tactics, definitions, examples, action plan, tactic management, tactic evaluation
9. The notion of leadership (strategic leadership): strategy and team (organization) health, what is leadership?, types of leadership, theoretical approaches and practical realization, an exercise
10. Team management: types of teams, team structuring, team control, team evaluation
11. Organization and guidance: elements of corporate identity, vision, mission, purpose, business strategy, a practical exercise

12. Internal relations and corporate culture: building organizational relations, internal relations strategies, corporate culture, lateral and vertical management
13. Networking strategies: Organization and environment, business and interest-based joining, alliances, lobbying strategies
14. Organizational environment in the multimedia world: interest-influence groups, activism, the Internet and Web 3.0, social networks, guerrilla methods
15. Ethical principles in the implementation of strategies: the definition of ethics, the application of ethics in business, ethical dilemmas, ethics in the implementation of strategy, corporate social responsibility

## Literature



Robbins, S.P., Judge, T.A. (2009). *Organizacijsko ponašanje (12. izdanje)*, Zagreb. MATE i ZSEM



Sikavica, P. (2009). *Organizacija*, Zagreb: Školska knjiga

# Stress and Psychotrauma

144889

## Lecturer



Igor Marinić,  
doc. dr. sc.

ECTS Credits	3.0
English Level	L1
E-learning Level	L1
Study Hours	30

## Grading

Seminar in the written form, oral presentation of the seminar, activity during classes.

## Course Description

Introduction to the concept of stress, the impact of stress on mental and physical health, as well as new opportunities in diagnosing, preventing and treating the effects of stress, especially civilian psychological trauma.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the concept of civil trauma stress from different theoretical perspectives.
2. Distinguish between the concepts of stress, stressors and stress reactions.
3. Summarize the role of the central nervous system and endocrine system in the stress response and genetic factors associated with reactivity to the stressor (trauma).
4. Compare therapeutic approaches to people who have experienced civilian trauma.
5. Analyze the impact of stress on mental and physical health.
6. Explain the principles of prevention, treatment and rehabilitation of civil stress disorders.
7. Explain the application of psychophysiological methods and relaxation techniques in the treatment of civil stress-induced disorders.
8. Describe approaches to coping with stress due to somatic disease.
9. Explain the principles of prevention, treatment, and rehabilitation of stress-related disorders.

## Study Programme Learning Outcomes

Psychology

## General Competencies

Students will be familiar with the concept of stress, ways of its prepoznajanja, its role in traumatic disorders, and with biomarkers, morphological changes and their functional role in the treatment and rehabilitation of stress disorders.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Seminarski rad [EN]
- 3 ECTS



## Forms of Teaching

» Seminar

» Classes will be held in the form of seminars

## Week by Week Schedule

1. Introduction to civil stress and psychotrauma
2. Stress reaction models
3. Biological bases of stress response, biological and psychophysiological markers of stress
4. Psychological aspects of stress
5. Somatic aspects of stress
6. Diagnosis and treatment of acute stress reaction
7. Diagnosis and treatment of posttraumatic stress disorder
8. Psychiatric comorbidities of stress induced disorders
9. Somatic comorbidities of stress-induced disorders
10. Application of psychophysiological methods and relaxation techniques in the treatment of stress induced disorders
11. Psychological responses to stress caused by somatic disease and therapeutic approach (cardiovascular diseases, malignant diseases, etc.)
12. Therapeutic approach to victims of civilian trauma (domestic violence, abuse)
13. Therapeutic approach to victims of civilian trauma (victims of robbery, physical assault and injury, natural disasters)
14. A therapeutic approach for people who have experienced stress from losing their jobs and people with burn out syndrome
15. Team communication in stress and crisis situations

## Literature

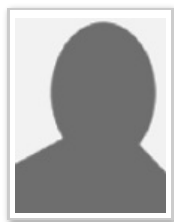


Dražen Begić (2022).  
*Psihijatrija*, Medicinska naklada

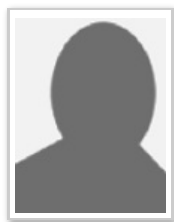
# Student Placements

200304

## Lecturers



doc. dr. sc.  
Jelena Maričić



izv. prof. dr. sc.  
Dario Vučenović

## Course Description

The course is developed to acquaint students with psychological practices and job demands within a specific organization, to integrate theoretical knowledge and practical skills acquired throughout their studies, and to develop skills necessary for specific psychological practice through immediate work experience.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain and integrate acquired theoretical knowledge and skills with psychological practice
2. Explain and evaluate professional role of a psychologist within an organization
3. Evaluate their own professional competences
4. Appraise the importance of life-long learning
5. Assess the importance of communication skills for successful psychological practice

## Study Programme Learning Outcomes

Psychology

### Screening of student's work

1.5 ECTS	Seminarski rad [EN]
1.5 ECTS	Usmeni ispit [EN]
3 ECTS	Praktični rad [EN]
<hr/>	
6 ECTS	

## Forms of Teaching

- » Seminar
  - » as scheduled by the receiving organization
- » Terenske vježbe
  - » work in organization

ECTS Credits	6.0
English Level	L1
E-learning Level	L1
Study Hours	30 60

Teaching Assistant  
Jelena Flego, mag. psych.

### Grading

Workplace attendance - 50%  
Final Report - 25% Oral Exam - 25%



## Week by Week Schedule

1. The students are obliged to attend two weeks of professional practice for 8 hours a day – for one week with one mentor psychologist, and for another week with the other mentor psychologist. Students are obliged to keep a daily practice diary, and finally write a report that will contain the practice diary, more detailed analysis of some experiences from the practice, linking practice with previously acquired theoretical knowledge, and self-reflection on acquired experience. At the beginning and end of the semester, students are required to attend an orientation group meeting with the course lecturer and pass the oral exam.
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- 12.
- 13.
- 14.
- 15.

## Literature



*Literatura za seminarski rad  
ovisi o područjima u kojima  
student provodi praksu*

# Teacher Assessment and Evaluation

187902

## Lecturer



izv. prof. dr. sc.  
Rona Bušljeta  
Kardum

## Course Description

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the basic concepts related to the process of evaluation and assessment in teaching (evaluation elements, diagnostic evaluation, formative evaluation, internal / external evaluation, evaluation for learning, evaluation as learning, reporting on achievements...).
2. Argue the importance and complexity of the evaluation and evaluation process based on theoretical assumptions
3. Relate the legislation related to the evaluation and assessment process with theoretical settings and teaching practice.
4. Distinguish between the basic elements, ways and approaches of the evaluation and assessment process in teaching.
5. Relate the development of competencies in students with the assessment and assessment process.
6. Explain the purpose and ways of assessing and reporting on student achievement and progress.
7. Choose evaluation and reporting approaches.

## Study Programme Learning Outcomes

### Croatian Latinity

#### Generic competencies

conceptually clearly present diverse information and positions. and critically evaluate the credibility of claims. assumptions and arguments presented through various media

impartially make and evaluate arguments for and against opposed positions cooperate successfully with diverse individuals and groups in discussions and in finding answers to various theoretical and practical issues

follow and adequately reproduce written and oral presentations of complex academic and non-academic topics

#### Specific competencies

in written and oral form present complex academic and non-academic topics in a clear and innovative manner

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

15

15

### Grading

Student attendance at class, solving assignments given by lecturers, designing and developing their own evaluation examples. Written exam.

## Forms of Teaching

### » Predavanja

- » The content of the course will be presented with the help of Power Point. Students will have the opportunity to work independently and cooperatively and to have a constructive discussion with the lecturer.

## Week by Week Schedule

1. Introductory Lecture - Presentation of the goals and outcomes of the course, methods, obligations and rights of students, compulsory and optional literature.
2. Basic concepts related to the process of evaluation and assessment in teaching (evaluation elements, diagnostic evaluation, formative evaluation, internal / external evaluation, evaluation for learning, evaluation as learning, reporting on achievements...).
3. Theoretical background and legislation pertaining to the process of evaluation and assessment in teaching.
4. Analysis, critical reflection on theoretical assumptions and regulations, and their connection with teaching practice.
5. Evaluation principles and elements - valuation rules and criteria; determining what is valued.
6. Types of evaluation - evaluation for learning; evaluation as learning and evaluation of the learned.
7. Assessment as a key component of the curriculum system - linking learning goals and outcomes, developing competencies for students, accessing the teaching and learning process, and evaluating and evaluating.
8. Student assessment and purpose and ways of reporting student achievement and progress.
9. Advantages and disadvantages of the evaluation process. The importance of reporting with regard to students and parents.
10. Successful reporting rules.
11. Designing, creating and presenting students evaluation methods. On the basis of the acquired knowledge, the student designs a possible future internal evaluation method, his / her own system of evaluation and reporting on the achievements and progress of the pupils. Group commenting and concluding.
12. Final Lecture - an analysis of the achievement of the set objectives and outcomes of the course.
- 13.
- 14.
- 15.

## Literature



Brlas, S. (2004). *Ocjenjivanje učenika u srednjoj školi: (iskustva i stavovi nastavnika)*, Život i škola, 50(2004), 11(1)



Ćuk-Djilas, M. (2014). *Osobna jednadžba nastavnika u relaciji s nekim osobinama ličnosti i stavovima prema ocjenjivanju*, Napredak, 155 (2014), 4



Furlan, I. (1964). *Upoznavanje, ispitivanje i ocjenjivanje učenika.*, Pedagoško – književni zbor



Grgin, T. (1999). *Školsko ocjenjivanje znanja*, Naklada Slap



Mužić, V. (2005). *Vrjednovanje u odgoju i obrazovanju.*, Hrvatski pedagoško – književni zbor



Raguž, M. (2003). *Analiza školskog uspjeha*, Napredak, 144 (2003), 1



Strahinić, C. (2012). *Škola bez ocjena*, Grafika



Tečić, A. (2006). *Ocjenjivanje napretka i vrednovanje postignuća učenika u školama*, Exp Edit d.o.o.



Vizek Vidović, V.; Vlahović., Štetić, V.; Rijavec, M.; Miljković, D. (2003). *Psihologija obrazovanja*, IEP-VERN

## Similar Courses

» , Oxford

# Teaching Competencies in Modern Curriculum

201448

## Course Description

Objective/competences:

Generally define school, teaching, teacher and student from the point of view of contemporary pedagogy. Generally determine the art of teaching. Analyse basic tenets of the theory of teaching. Analyse the models of the relationship between theory and practice in pedagogy and didactics and develop basic teaching skills or professional teacher's competences, which among other things include attitude and tact in communication with students. Acquire the models of class-teaching atmosphere development as well as class cohesiveness in the context of interculturalism. Acquire teacher's competences in the field of curriculum development methodology.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Develop pedagogical competences necessary to every teacher for work in the educational process in contemporary school
2. Identify competences of critical analysis of the teaching process in primary and elementary school
3. Explain key concepts related to the field
4. Identify theories and practice in contemporary curriculum
5. Identify different theoretical positions and criteria relevant when developing theoretical models
6. Design theoretical models with a critical attitude
7. Identify teacher competences in the field of curriculum development methodology.
8. Develop the pedagogical perspective when understanding and explaining pedagogical practice

## Study Programme Learning Outcomes

### Croatian Latinity

defend personal scientific insights and positions in concrete cases rationally and by providing valid arguments

define and describe the disciplines of contemporary literature. linguistics and ancillary sciences of history. history of their development and central problems

### Generic competencies

think in an interdisciplinary manner and respect diverse scientific methodologies and views on specific issues

resolve conflicts peacefully and rationally. at the same time respecting the opposing sides and their specific points of view

## General Competencies

On the level of the programme, the course makes the student capable of:

Correctly interpreting basic concepts: teacher, competences, pedagogical competences  
Analysing pedagogical competences that every teacher needs to be able to work in school

Defining curriculum and what it should be according to the theories of curriculum

Understanding similarities and differences between didactics and curriculum

Developing a curriculum.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 15

15

## Grading

Students will be monitored in all three stages of the course delivery. In the first stage, when the basic concepts of pedagogy are taught, the student's motivation is monitored based on active engagement in class, as well as regular attendance (20% of the final grade). In the second stage, the student's individual and group work in research on a specific pedagogical problem, multimedia presentation and reporting on it in front of colleagues, and participating in the same assignment of other students are monitored (30 % of the final grade). The third stage refers to the evaluation of the student's systematic knowledge of pedagogy by means of a written exam (15 questions) based on obligatory literature and professor's lectures (50% of the final grade).

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]
- 3 ECTS

## Forms of Teaching

- » Predavanja
  - » Regular attendance of lectures and participation in discussions.
- » Seminar
  - » Individual preparation and presentation based on a certain book from obligatory literature and participation in preparation and presentations of other colleagues.

## Week by Week Schedule

1. Teacher competences (concept, definition, elements)
2. Teachers (knowledge, abilities, specific quality of the teaching profession, professional development of teacher).
3. Teacher's competences (cognitive, functional, personal, related to the subject/field, methodological, didactic, reflexive)
4. Social competences of teachers (how to develop and apply social competences. The main areas of abilities that define social competences)
5. Emotional intelligence and communication in teaching and learning (importance of communication. The structure of the communication cycle and the flow of information. Dialogue as the process of exchange, processing and improvement of information. Communication cycle. Listening as communication – active listening).
6. Developing teacher's competences (monitoring one's work – reflexive competence. Mastering development phases. Motivation).
7. Art of lesson planning – methodical path (Planning and preparing, elaboration of basic situations in teaching and learning, the selection of methods, procedures, forms of work, techniques and strategies of learning, ways of evaluating, timing).
8. Basic teacher skills while holding lessons (beginning, duration with transitions and the end of a lesson)
9. Components of teaching when revising and practicing (types, frequency, and organization of revision. The process of practicing. The content of practicing. Corrective practicing.)
10. Team teaching (concept of team and team learning. Purpose and objective of team teaching/learning).
11. Material-technical and pedagogical aspects of teaching and learning (space, equipment, authentic reality)
12. Quality indicators (curriculum, achievements, learning and teaching, support to students, school ethos, resources, management, carrying out, quality commitment).
13. Art of achieving class discipline (authority of teacher, art of restitution).
14. Art of developing class atmosphere (basic factors).
15. Curriculum development (conceptual definition of curriculum, understanding the role of the national curriculum framework, curricular cycle)



## Literature



Jurčić, M. (2012). *Pedagoške kompetencije suvremenog učitelja*, Recedo d.o.o.



Jensen, E. (2003). *Super nastava*, Educa



Kyriacou, K. (2001). *Temeljna nastavna umijeća*, Educa



Langer, I./Schulz von Thun, F./Tausch, R. (2003). *Kako se razumljivo izražavati*, Erudita



Meyer, H. (2005). *Što je dobra nastava*, Educa

## Similar Courses

» Competences for 21st Century Schools, Oxford

# Teaching Grammar in Teaching Croatian Language

234436

## Lecturer



izv. prof. dr. sc.  
Davor Piskač

## Course Description

Introducing students to methods of using and adapting Croatian school grammar in primary and secondary school lessons (phonology, morphology, and syntax), as well as creating assignments and evaluating students in order to help students:

Learn how to prepare, conduct, and evaluate a lesson based on Croatian school grammar.

Make the necessary adjustments and simplifications to adapt the material to the level of easier grammar comprehension for elementary and high school students.

Problematically distribute grammar elements according to the order of learning.

This would prepare students for teaching the Croatian language subject in primary and secondary schools with the aim of methodically deepening their existing knowledge of the Croatian language acquired during their Croatian Studies program. Additionally, students would be prepared for independent work with the school grammar of the Croatian language and guided in the methodology of selecting texts for grammar learning and practice.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain and apply the norm of the Croatian standard language and recognize deviations.
2. Apply pedagogical-psychological-didactic-methodical competences.
3. Define knowledge about Croatian culture, identity, language and literature in primary and secondary education
4. Apply professional pedagogical competences and different methodological systems for independent teaching.
5. Define and group the basic terms: guide, performance program, individualization, annual plan and program, written preparation for the performance of the lesson; recognize, describe and use the basic rules for working with students and independently compose a written preparation for the performance of the lesson.
6. Argue conclusions in written and oral form.

## Study Programme Learning Outcomes

Dual-major studies

Operate with pedagogical documentation related to the performance and

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours

15

15

## Grading

It is evaluated: - planning and implementation of grammar lessons, - knowledge of Croatian grammar, - evaluation of grammar lessons.

records of teaching as well as other documentation related to the complete work of the school.

Design of didactic content: planning, performing and evaluation of teaching  
Apply different methodical principles and procedures in planning, conducting and evaluating teaching

#### Croatology

Define, analyze and argue the Croatian cultural narrative

Define, single out, explain and argue basic terms from lexicology and lexicography

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Describe and classify a word formation

Describe, recognize and apply the fundamental stylistic features of the text

#### Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Explain and apply the facts of Croatian linguistic norms in written and oral expression

### Screening of student's work

1 ECTS Pohađanje nastave [EN]

1 ECTS Praktični rad [EN]

2 ECTS

### Week by Week Schedule

1. Work plan on the subject; familiarization with the syllabus, division of tasks, rights and obligations of students, method of passing, list of literature
2. Language, speech, grammar
3. Phonetics, phonology, morphonology
4. Division of sounds, syllables and dividing words into syllables
5. Accent and accented units
6. Voice changes
7. Morphology
8. Variable types of words
9. Declination
10. Conjugation
11. Invariable types of words
12. Syntaxis
13. Sentence
14. Parts of sentence
15. Division of sentences.

### Literature



Ham, Sanda (2002). *Školska gramatika hrvatskoga jezika*, Školska knjiga



Babić, Stjepan (2016). *Gramatika hrvatskoga jezika*, Školska knjiga

### Similar Courses

» Practical English Grammar, Oxford

# The Croatian Humanist Epic

86902

## Lecturer



izv. prof. dr. sc.  
Maja Matasović

## Course Description

The goal of this course is to introduce students to the Croatian humanist epic during the 15th and the 16th centuries. It will also enable them to view this poetry in the context of the epics of antiquity, and the European humanist epic production of the time. Obligations of the students include: regular attendance, preparation and discussion of selected texts and passing the exam after the semester has finished.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Indicate the most important Croatian epic authors writing in Latin in the 15th and the 16th centuries.
2. Analyse the representative selections of the relevant epic poems.
3. Indicate the most important European representatives of the humanist epic poetry who influenced the works of Croatian authors
4. Recognise the formal foundations of the Croatian Latin epic in the epic tradition of Classical antiquity (especially Virgil)
5. Recognise the points of contacts between the Cro. humanist epic with early Christian and Medieval epic poetry.
6. Describe the main features of the Croatian humanist epics.

## Study Programme Learning Outcomes

### Croatian Latinity

#### Generic competencies

constructively encourage further development of Croatian Latinity as an occupation based on the principles of scientific rationality, international recognisability, scientific excellence and integrity  
 apply different methods to explain, comment and interpret all literary scientific works written in Latin or Croatian language  
 follow and adequately reproduce written and oral presentations of complex academic and non-academic topics  
 identify and interpret common theoretical starting points of different linguistic and other disciplines as well as literary science  
 interpret, assess, comment, translate and prepare for publication works and/or documents reflecting Croatian cultural heritage, especially those written in Latin, in accordance with contemporary philological mores and requirements  
 think in an interdisciplinary manner and respect diverse scientific methodologies and views on specific issues  
 use the professional terminology accepted in fields and professions of

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours 30

### Grading

Student will be evaluated according to the accomplishment on his final exam (in writing and oral), as well as according to the regular attendance and participation during classes.



contemporary linguistics and science of literature

#### Specific competencies

in interpreting and processing of texts integrate critical models of thinking characteristic for various literary and linguistic disciplines into a comprehensive ability of philological thinking

in written and oral form present complex academic and non-academic topics in a clear and innovative manner

#### Dual-major studies

#### Croatian Latinity

Integrate critical models inherent in literature and linguistic disciplines into the unique ability of philological thinking in the interpretation and processing of a text

Constructively encourage and promote the development of knowledge of Croatian Latinity based on the principles of scientific rationality, international recognition, and scientific excellence

Use various methods for explaining, commenting and interpreting all literary and scientific works written in Latin and Croatian

Recognize and interpret the common theoretical starting points of different linguistic disciplines, the science of literature as well as other disciplines

Interpret, evaluate, comment, translate and prepare works and/or writings from the Croatian cultural heritage for print, especially Latin ones, in accordance with contemporary philological customs and requirements

Think interdisciplinary and respect different scientific methodologies and views on specific issues and problems

- EN ishod -Use standard professional and scientific terminology in contemporary linguistics and literary science

Clearly and innovatively present complex academic and non-academic contents in written and oral form

### General Competencies

Students will be able to compare the epic works of Croatian authors with the Classical ones, as well as contemporary European authors. They will be able to describe the characteristics of these works. They will be able to analyse the development of the Croatian latinistic literature, especially focusing on epics. They will be able to compose the scientific works regarding both Croatian and Classical epics, to recognise the references to Classical literature in the texts. They will be able to analyse the representative selections of literary works, and to indicate the most important European representatives of the humanist epic poetry who influenced the works of Croatian authors.

### Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

0.5 ECTS Usmeni ispit [EN]

4 ECTS

### Week by Week Schedule

1. Introductory class (epic in antiquity and humanism, the most important authors), division of papers and analysis of obligatory readings
2. Reading and analysis: Marulić, Davidias (selection)

3. Reading and analysis: Marulić, Davidias (selection), including parallels with the Croatian literature in Croatian
4. Reading and analysis: Marulić, Tropologica (selection)
5. Reading and analysis: Bona Bolica, Descriptio Ascriviensis urbis (selection)
6. Reading and analysis: Bunić, De raptu Cerberi (selection)
7. Reading and analysis: Bunić, De vita et gestis Christi (selection)
8. Reading and analysis: Bunić, De vita et gestis Christi (selection), reviewing the instances of Classical mythology in Christian literature
9. Reading and analysis: Bunić, De vita et gestis Christi (selection), especially discussing the role of Mary and "planctus Mariae"
10. Reading and analysis: Beneša, De morte Christi (selection)
11. Reading and analysis: Beneša, De morte Christi (selection)
12. Reading and analysis: Crijević, De Epidauro (selection)
13. Reading and analysis: Severitan, Solimais (selection)
14. Reading and analysis: Severitan, Solimais (selection)
15. Summation class: review of the data acquired during the semester and resolving certain problems (according to the students' needs.)

## Literature



*Odabrani odlomci sljedećih epova u izvorniku (cca 2000 stihova): Jakov Bunić - De raptu Cerberi; De vita et gestis Christi; Marko Marulić - Davidias (i Tropologica); Damjan Beneša - De morte Christi; Ivan Polikarp Severitan - Solimais; Ivan Bona Bolica - Descriptio Ascriviensis urbis; Ilija Crijević - De Epidauro*



(1974). Marulić, Marko - Davidijada. Hrvatski latinisti, Knjiga 7. (priredili Veljko Gortan i Branimir Glavičić), Zagreb, JAZU



(1978). Bunić, Jakov - Otmica Kerbera/ Kristov život i djela. Hrvatski latinisti, Knjiga 9., Zagreb, JAZU



Gortan, V. – Vratović, V. (1969). Hrvatski latinisti I. (Pet stoljeća hrvatske književnosti, 2), bilješke o spominjanim autorima, Zagreb, MH



Franičević, Marin (1986). *Povijest hrvatske renesansne književnosti (I. i II.)*, Zagreb, MH

# The Demographic Development of Croatia

214082

## Lecturer



doc. dr. sc.  
Dario Pavić

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours

15

15

## Grading

Presentation and oral exam.

## Course Description

The aim of the course is to provide basic knowledge about the conditions of demographic change and demographic development with an emphasis on the changes and development of the Croatian population and earlier populations in this area.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the basic demographic concepts and measures
2. Use the concepts of population growth and development
3. Describe the demographic situation of Croatia today and demographic diversity of Croatian region
4. Describe the relationship between economic conditions and changes affecting the dynamics of fertility and changes in the composition of the family
5. Relate the causes of population aging and the concept of demographic transition
6. Explain how the pension system and social and intergenerational transfer depend on the demographic composition and changes of the Croatian population
7. Relate the role of nutrition and health care in shaping the Croatian population
8. Distinguish types of migration (especially in the 20th century) and their impact on the structure of Croatian population
9. Explain the demographic impact of the First and Second World War, and the Croatian Homeland war
10. Analyze the possible application of population policies in Croatia

## Study Programme Learning Outcomes

### Sociology

Analyze the social effects of certain globalization processes

Describe demographic processes

Discuss about current geopolitical issues

## General Competencies

Associate general knowledge about society and social processes,  
 point out the conflicting opinions and alternative hypotheses in various social issues,  
 point out the contradiction and common features of assumptions different political,  
 religious and cultural orientation,  
 identify cause-and-effect relationships among social phenomena,  
 indicate the social outcomes of public policies,  
 plan their own engagement in solving social problems,  
 show the key structural factors that shape society,  
 analyze social change through classical and contemporary sociological approaches,  
 put in a macro and micro level of sociological analysis,  
 combine different theoretical assumptions in the study of social phenomena,  
 show the relevance of the concepts of culture, socialization, stratification, social  
 structures and institutions in explaining social phenomena.

## Week by Week Schedule

1. Basic demographic Concepts
2. The concept of demographic growth and development
3. Demographic picture of Croatia today
4. Economics of fertility
5. Contemporary changes in family structure
6. Population and Economic Development - population aging
7. Population and Economic Development - pension and social system and intergenerational transfer
8. Mechanical movement of the population - migration
9. War and demographic consequences of war
10. Nutrition of the population and the impact on demographic processes
11. Health care of the Croatian population
12. Population Policy - analysis, possibilities
13. Population policy - History, Ideology
14. Contemporary trends of world development
15. Contemporary trends of Croatian development

## Literature



Wertheimer-Baletić, Alica (1999). *Stanovništvo i razvoj*, MATE, Zagreb



Mesić, Milan (2002). *Međunarodne migracije - tokovi i teorije*, Societas, Zavod za sociologiju, Zagreb



Nejašmić, Ivo (2005). *Demogeografija - stanovništvo u prostornim odnosima i procesima*, Školska knjiga, Zagreb



Nejašmić, Ivo (2008). *Stanovništvo Hrvatske, demogeografske studije i analize*, Hrvatsko geografsko društvo, Zagreb



Breznik, Dušan (1980). *Demografija: Analiza, metodi, modeli. Naučna knjiga, Beograd*, Naučna knjiga, Beograd



# The Media: A Critical Approach

96364



## Lecturer



doc. dr. sc.  
Tomislav Janović

## Course Description

### COURSE OBJECTIVES:

- to introduce the most important manifestations and mechanisms of social behavior;
- elucidate the role of communication in forming collective beliefs (public opinion) and collective decision making;

through obligatory reading assignments and discussions in class prompt students to autonomously explore the role of mass communication in contemporary society.

### COURSE CONTENT:

In the first part of the course the most important manifestations and mechanisms of social behavior are exposed. In the second part, the processes that influence the formation and change of collective beliefs (public opinion) are elucidated: propaganda, manufacturing of consent, stereotypization, self-presentation, preference falsification, pluralistic ignorance, spiral of silence, false consensus, third-person effect etc., together with the features of human nature that underlie these processes.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Use technical terms and concepts from social sciences which are relevant to the understanding of human communication.
2. Identify the main characteristics of human social behavior that have allowed the development of interpersonal and mass communication.
3. Describe the role of communication in the collective decision-making and social changes, with particular regard to the process of formation of the so-called public opinion.
4. Apply the most important mechanisms of the formation of collective beliefs and the formation of public opinion.
5. Explain the role of the media in the political communication and social change.
6. Explain the emergence, change and research methods of public opinion
7. Describe two main visions of human nature and their impact on social processes

## Study Programme Learning Outcomes

Communication Studies

ECTS Credits 5.0

English Level L2

E-learning Level L2

Study Hours 15

15

### Grading

regular attendance 10% active participation in class (readings & discussions) 10% presentation on given topic (15-20 minutes, power point & handouts) 20% written exam (or two tests) 40% oral exam 20%

Argumentatively and rationally defend one's professional views and understandings

Define and describe the disciplines of contemporary communication studies, the history of their development and central problems, and use professional terminology in different areas of communication studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Formulate and critically evaluate arguments for and against opposing points of view

Identify and reproduce written and oral presentations and argue complex academic and non-academic content

Recognize the needs and readiness for lifelong professional development

Recognize and interpret with arguments the interdisciplinary nature of communication studies, connecting certain segments of the history of communications with corresponding segments of the history of social sciences and humanities

Show the application of theoretical knowledge of communication studies

Think interdisciplinary and respect different scientific methodologies and views on special questions and problems

## General Competencies

To understand and extract the main points of graduate level philosophical or scientific texts to analyze and critically evaluate theories and arguments in oral and written form; to identify weaknesses of particular arguments and theoretical positions to apply theories, concepts and technical terms of philosophy and methodology of science to other philosophical fields and/or other disciplines of the humanities and the social sciences to recognize the common conceptual ground of all disciplines dealing with social phenomena and to appreciate the importance of foundational and methodological issues for these disciplines

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

2 ECTS Pismeni ispit [EN]

1 ECTS Referat [EN]

1 ECTS Usmeni ispit [EN]

0.5 ECTS active participation in class

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5 ECTS

## Forms of Teaching

» Seminar

» students' presentations, reading assignments and discussion of selected texts

## Week by Week Schedule

1. Basic information about the course, learning methods, student's obligations, credits, and grading. Short overview of the main topics.  
Persons, behavior, action: explanation and justification, causes and reasons, individual and collective behavior, methodological individualism.
2. Motives of actions (beliefs, desires/preferences, interests, emotions); selfishness and altruism; rationality and irrationality; rational choice theory.
3. Collective action problem; group agents; norms and institutions.
4. Collective beliefs and collective decision making: conformism, pluralistic ignorance, rumors and informational cascade.

5. Public opinion in contemporary media society: methods of research, causal factors and ways of shaping, group differences and ideological polarization, influence on politics; aggregative view of public opinion and its shortcomings: "loud minority" and "silent majority", pluralistic ignorance, false consensus, looking glass perception, spiral of silence, third-person effect.
6. Complexity of public opinion: opinions, attitudes, facts; private and public, personal and collective beliefs (Goffman); consistency of beliefs (Billig); shaping and expressing public opinion: cognitive (Lippmann) and social perspective (Blumer and Bourdieu).
7. Public opinion, propaganda and manufacturing of consent: masses and public; stereotypes, symbols, "pictures in the head" and "pseudo-environment" (Lippmann); actual role of public relations and journalism in the manufacturing of consent.
8. Psychology of persuasion: "weapons of influence" (Cialdini); "thinking fast" and "thinking slow" (Kahneman)
9. Media presentation of reality and forming of public opinion: agenda setting, media hypes, rise and fall of issues (van Ginneken)
10. Social media and polarization of public opinion: informational overload, mechanisms of filtering, group identity, deliberation enclave and public sphere (Sunstein).
11. Social media and information cascades: social networks example.
12. Human nature and basic political (ideological) beliefs: "utopian" and "tragic" vision of human nature, political left and political right from the perspective of evolutionary psychology; moral intuitions and moral inference in political communication (Pinker; Haidt)
13. Human nature and basic political (ideological) beliefs: "righteous mind" and social divisions from the perspective of moral psychology; prospects for "constructive disagreement".
14. Conclusions and course recapitulation.
15. -

## Literature



Elster, Jon (1999). *Uvod u društvene znanosti: Matice i vijci za objašnjenje složenih društvenih pojava* [poglavljja 2-6, 10-15], Jesenski & Turk,



Elster, Jon (2007). *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences*, [str. 1-6, 67-79, 214-221, 344-352, 372-386, 401-424], Cambridge University Press, Cambridge



Greg Myers (2004). *Matters of Opinion: Talking about Public Issues*, Cambridge: Cambridge University Press, Cambridge, MA & London: Harvard University Press



John Geer, Wendy Schiller, Richard Herrera, Jeffrey Segal (2012). *"Public Opinion"; u: Gateways to Democracy: An Introduction to American Government* (pogl. 6), Boston: Cengage Learning, 2012.



Jonathan Haidt (2012). *The Righteous Mind: Why Good People are Divided by Politics and Religion*, New York: Pantheon Books

# The Media and Children

86357



## Lecturer



Lana Ciboci Perša,  
doc. dr. sc.

ECTS Credits	5.0
English Level	L2
E-learning Level	L1
Study Hours	15
	15

## Course Description

### Study Programme Learning Outcomes

Communication Studies

## Literature



Ilišin, Vlasta; Marinović Bobinac, Ankica; Radin, Furio (2001). *Djeca i mediji: uloga medija u svakodnevnom životu djece*, Državni zavod za zaštitu obitelji, materinstva i mladeži. Zagreb.



Mikić, Krešimir (2001). *Značenje medija u životu mladih, Zbornik Učiteljske akademije u Zagrebu*, 3 (2001) 1, 251-262.



Strasburger, Victor C., Wilson, Barbara J. (2002). *Children, adolescents & the media*, Sage Publications, Thousands Oaks, London, New Delhi



Nessia, Laniado (2005). *Naše dijete, videoigre, internet i televizija - što učiniti ako ga hipnotiziraju*, Studio TiM, Rijeka

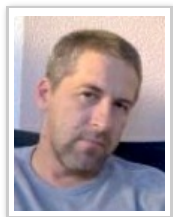


Miliša, Zlatko (2008). *Odgoj i manipulacija djecom u obitelji i medijima : prepoznavanje i prevencija*, Marko M. usluge, Zagreb

# Theory of History

61951

## Lecturer



izv. prof. dr. sc.  
Darko Vitek

ECTS Credits 5.0

English Level L1

E-learning Level L1

Study Hours 30

## Grading

The activity of each student will be monitored, which will be reflected in the overall score. Classes is required to attend. The exam is written and oral.

## Course Description

The aim of the course is to familiarize students with the basic data and theoretical viewpoints on historical science. Acquaint them with recent theoretical frameworks and their application to concrete historical research. Enable students to explore and interpret works of historiography.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the basic problems of the theory of history,
2. Identify the most important information and people from the theory of history,
3. Explain the causal theoretical point of view and historical periods,
4. Analyze various theoretical and historical themes
5. Describe the basic theoretical directions.

## Study Programme Learning Outcomes

### History

Demonstrate points of contact between contemporary historical sciences and other humanistic, social and natural sciences

Formulate arguments for and against mutually opposing points of view

Identify and describe the disciplines of contemporary historical sciences, their development and basic problems

Demonstrate interdisciplinarity and critically judge different scientific methodologies and views on special issues and problems

Recognize and name the common theoretical starting points of different historical disciplines

Prepare and present written and oral presentations of complex academic and non-academic content



## General Competencies

After finishing the programme student will be able to:

1. identify the most important person and institutions in the Croatian and the World history,
2. write an essay on different historical period,
3. defend his/her own opinion in discussions on different historical events and processes,
4. design his/her own conclusion on different historical events and processes,
5. reconstruct historiographic tools in making conclusions of historical processes and events,
6. Appraise the value of historiographic interpretations.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Pismeni ispit [EN]
- 2 ECTS Usmeni ispit [EN]
- 5 ECTS

## Forms of Teaching

- » Predavanja
  - » thematic approach

## Week by Week Schedule

1. Introduction to the theory of history and different starting points in the theoretical study of history
2. The theoretical framework of ancient historiography and its presence in modern historiography
3. The theoretical framework of medieval historiography and its presence in modern historiography
4. The theoretical framework of the historiography of humanism and the Renaissance and its presence in modern historiography
5. Age of the Enlightenment and the new organization of knowledge and science, historiography in place a new system of knowledge
6. Pragmatic, apragmatic and objective historiography
7. Historical facts
8. The sign and the history of semiotics and its impact on historical science
9. History and science issues in the history of science
10. Historical science and morality
11. Poststructuralist historiography and its relevance
12. The theory of narrative and historical science
13. The cultural turn in historiography
14. Historical science and logic
15. Social conditioning of historical knowledge

## Literature



M. Gross (2001). *Suvremena historiografija: Korijeni, postignuća, traganja*, Novi Liber, Zagreb



K. Jenkins (2008). *Promišljanje historije*, Srednja Europa Zagreb



M. Bloch (2008). *Apologija historije ili zanat povjesničara*, Srednja Europa Zagreb



E. H. Carr (2004). *Što je povijest*, Srednja Europa Zagreb



L. Hunt (2001). *Nova kulturna historija*, Naklada Ljevak, Zagreb

# Theory of Literature

201857



## Lecturer



izv. prof. dr. sc.  
Davor Piskač

ECTS Credits 3.0

English Level L1

E-learning Level L1 (5%)

Study Hours  
15  
15

Teaching Assistant  
Josip Periša, mag. educ. philol.  
croat.

Grading  
Students are required to attend classes (at least 70%), Students are required to actively participate in the teaching process Students are required to write two essays

## Course Description

### Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the content, meaning and aesthetic differences in the field of literature
2. Evaluate and select the appropriate text for the teaching process in primary and secondary schools
3. Define literature in diachronic and synchronous sections

### Study Programme Learning Outcomes

Dual-major studies

Croatology

Interpret and critically judge literary text

Describe, recognize and apply the fundamental stylistic features of the text

Croatology

Interpret and critically judge literary text

Describe, recognize and apply the fundamental stylistic features of the text

### Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Esej [EN]

3 ECTS

### Week by Week Schedule

1. Introduction to the Theory of Literature
2. Literature Science
3. Poetics
4. Esthetics, norm and value in literature
5. Classification of Literature
6. Lyrics
7. Lyrics
8. Epics



9. Epics
10. Drama
11. Drama
12. Discursive forms
13. Discursive forms
14. Versification
15. Final check and conclusion of grades

## Literature



Biti, Vladimir (2000).  
*Pojmovnik suvremene  
književne i kulturne teorije*,  
MH, Zagreb



Solar, Milivoj (2005). *Teorija  
književnosti*, ŠK, Zagreb

## Similar Courses

- » Uvod u komparativnu književnost, Oxford

# Theory of Psychological Testing

57115

## Lecturer



Miroslav Rajter,  
izv. prof. dr. sc.

## Course Description

Provide knowledge in the field of psychometrics, which will enable students to understand the methodological characteristics of psychological tests.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the meaning of psychometric characteristics of the tests and the relationships between them
2. Identify limitations in making decisions based on psychological test which are due to its psychometric properties
3. Apply all steps in the validation of psychological instrument independently
4. Analyze the psychometric properties of psychological tests
5. Identify good and bad psychological measuring instruments
6. Interpret individual scores on tests
7. Evaluate the validation study of psychological test
8. Create a research design for validation of psychological tests

## Study Programme Learning Outcomes

### Psychology

Create basic and/or applied psychological research and construct and metrically evaluate psychological measuring instruments

Critically evaluate professional and scientific literature from psychology and related disciplines and create new scientific knowledge

Critically judge multivariate statistical procedures with regard to their limitations and to the satisfaction of theoretical assumptions in concrete application situations

## General Competencies

Upon completion of the course, students will be able to:

Analyze scientific literature in psychology and related disciplines, and produce new scientific knowledge.

Design fundamental and/or applied psychological research and construct and metrically evaluate psychological instruments.

Evaluate multivariate statistical procedures with regard to their limits and to satisfying the theoretical assumptions in concrete situations of application.

ECTS Credits 4.0

English Level L1

E-learning Level L1

Study Hours  
30  
15

## Grading

Students work is continuously evaluated and students are awarded points for active participation in class, preparing seminars and passing midterm tests. On the basis of their engagement through the year, a student is assigned a grade which is then moderated with his/her success on the final oral exam.

## Week by Week Schedule

1. Test - definition and importance
2. Composite tests and basic properties of overall test score
3. Item analysis
4. Classical and modern reliability theory, the concept of measurement error
5. Methods for estimating reliability: different procedures and their interpretation
6. Reliability heterogeneous tests; correction for attenuation
7. Item response theory
8. Test validity – different approaches
9. Structural validity: factor validity and MTMM technique
10. Prognostic validity and selection problem
11. Standardization, scoring and norming of the measuring instrument
12. Interpretation of test results
13. Understanding individual differences in test scores
14. Analysis of the psychological profile
15. Test

## Literature



*Anastasi, A. (2003). Psychological testing (7. izdanje). New York: MacMillan.*



*Cohen, R. J. & Swerdlik, M. E. (2001). Psychological Testing and Assessment. Boston: McGraw Hill.*



*Krković, A. (1978). Elementi psihometrije I. Zagreb: Filozofski fakultet.*



*Raykov, T & Marcoulides, G. A. (2011). Introduction to Psychometric Theory. New York: Routledge.*



*Rust, J. & Golombok, S. (2009). Modern psychometrics. London and New York: Routledge.*

# Therapeutic Pedagogy 1

201466

## Lecturer



doc. dr. sc.  
Katarina Dadić

## Course Description

Produce an awareness of the connection between medicine and pedagogy and contribute to the joint pursuit of medicine and pedagogy to improve the life quality of children and parents. Provide relevant information on health and illnesses that reduce prejudice. Present the possibilities of therapeutic pedagogy with the long-term aim to extend personal boundaries in communication with children with special needs.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define basic concepts in the field of therapeutic pedagogy.
2. Explain the basic starting points of therapeutic pedagogy.
3. Explain the place and role of therapeutic pedagogy within the educational sciences.
4. Analyze the interdisciplinary content related to clinical pedagogy.
5. Show the results of recent theoretical research in the interdisciplinary field of pedagogy and medicine.
6. Analyze the different theoretical approaches in the research presented.
7. Demonstrate the connection between theory and practice based on a case study.
8. Demonstrate the ability to plan cognitive and practical goals related to the practice.

## Study Programme Learning Outcomes

Croatian Latinity

Dual-major studies

Communication Studies

Croatology

History

History

Sociology

Organize data to create strategies

Evaluate appropriate ways of intervention of a certain social issue

ECTS Credits 3.0

English Level Lo

E-learning Level L2

Study Hours 15

15

Teaching Assistant

Martina Horvat, mag. paed.

Grading

Students are required to regularly attend, actively participate in classes, and complete assignments on time, following the instructions given to them. They are obligated to prepare for seminary teaching by reading the intended texts independently. In developing written seminars, they should demonstrate elementary academic literacy and integrity, in addition to the requirements prescribed for each assignment. Students are welcome to give proposals to continuously contribute toward improving the quality of teaching. Active student participation during the implementation of the planned exercises is advisable. Commitments: 1. Seminar paper prepares the student independently according to predetermined topics. Students will present a selected topic and be evaluated. 2. Colloquiums - according to lectures and seminar papers presented. 3. Written examination - according to the lectures and intended examination literature.

## Screening of student's work

- 0.5 ECTS Pohađanje nastave [EN]
- 0.5 ECTS Kolokviji [EN]
- 1 ECTS Pismeni ispit [EN]
- 1 ECTS Seminarski rad [EN]

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- 3 ECTS

## Week by Week Schedule

1. Introduction to the course (introduction to the concept and content of the course; presentation of the intended form of work, examination literature, and assessment details).
2. Therapeutic pedagogy: definition of discipline, the basic concept and historical development, the difference between andragogy and pedagogy in terms of learning, student experience, readiness for learning, focus on learning, applicability in medicine.
3. The concept of health, illness and therapy in the theory of education ("my picture album").
4. Pedagogical ethics: stigmatization and discrimination.
5. Pedagogical-medical service and multiple roles of educator (pedagogue).
6. Educator (pedagogue) - power and limits of action.
7. Loss: grief and child; how to help a grieving child?
8. Working with children with special needs: who are children with special needs?
9. Tips for working with children with special needs (the role of a pedagogue in supporting work with teaching assistants).
10. Hospital School: historical development of an idea.
11. Changing the paradigm of health, illness, learning, and treatment (case studies).
12. Fieldwork (example of good practice).
13. Reflexive methodology: fieldwork experiences.
14. Teaching unit according to students' choice and needs.
15. Concluding reflections: systematization and valorisation of teaching content and evaluation of teachers' work.

## Literature



Brajša, Pavao (1994). *Pedagoška komunikologija*, Školska knjiga



Davis, Hilton (1998). *Pomozimo bolesnoj djeci*, Slap



De Zan, Damir (2013). *Slika i crtež u psihoterapiji djece i obitelji*, Medicinska naklada



Gruden, Zdenka (1994). *Psihoterapijska pedagogija*, Medicinska zaklada

## Additional Literature



Profaca, Bruna; Puhovski, Sena (2007). *Kako pomoći tugujućem djetetu*, Poliklinika za zaštitu djece grada Zagreba



Cicak, Maca (2010). *Obitelji i udovištvo*, Ljetopis socijalnog rada



Čizmić, Jozo (2009). *Pravo na pristup podacima u medicinskoj dokumentaciji*, Zbornik Pravnog fakulteta Sveučilišta u Rijeci



Đorđević, Veljko; Braš, Marijana (2011). *Komunikacija u medicini – čovjek je čovjeku lijek*, Medix: specijalizirani medicinski dvomjesečnik



Jakšić, Maja (2014). *Gubitak, tugovanje i pružanje potpore. Sposebnim osvrtom na nesretno okončanu trudnoću*, Služba Božja: liturgijsko-pastoralna revija



Kordiš, Daria (2016). *Socijalno-emotivni razvoj djeteta u ranom djetinjstvu*, Sveučilište u Puli, Fakultet za odgojne i obrazovne znanosti



Kosić, Katarina (2018). *Tugovanje kod djece*, Sveučilište Josip Juraj Strossmayer u Osijeku



Kovačević, Milijana (2012). *Djeca osnovnoškolske dobi i stres izazvan gubitkom drage osobe – prepoznavanje, razumijevanje, potpora i pomoć*, Školski vjesnik: časopis za pedagošku teoriju i praksu

# Therapeutic Pedagogy 2

201485

## Lecturer



izv. prof. dr. sc.  
Davor Piskač

## Course Description

Produce an awareness of the connection between medicine and pedagogy and contribute to the joint pursuit of medicine and pedagogy to improve the life quality of children and parents. Provide relevant information on health and illnesses that reduce prejudice. Present the possibilities of therapeutic pedagogy with the long-term aim to extend personal boundaries in communication with children with special needs.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze existing definitions and concepts of health, illness, and construct new concepts (such as psychological euthanasia, special needs teacher, etc.)
2. Explain the basic starting points of therapeutic pedagogy.
3. Explain the place and role of therapeutic pedagogy within the educational sciences.
4. Analyze the interdisciplinary content related to clinical pedagogy.
5. Show the results of recent theoretical research in the interdisciplinary field of pedagogy and medicine.
6. Analyze the different theoretical approaches in the research presented.
7. Relate the acquired theoretical knowledge with good practice examples.
8. Demonstrate the ability to plan cognitive and practical goals related to the practice.

## Study Programme Learning Outcomes

Croatian Latinity

Dual-major studies

Croatology

History

History

Sociology

Evaluate social impact of social changes in society

Evaluate appropriate ways of intervention of a certain social issue

ECTS Credits 3.0

English Level Lo

E-learning Level L2

Study Hours 15

15

## Grading

Students are required to regularly attend, actively participate in classes, and complete assignments on time, following the instructions given to them. They are obligated to prepare for seminary teaching by reading the intended texts independently. In developing written seminars, they should demonstrate elementary academic literacy and integrity, in addition to the requirements prescribed for each assignment. Students are welcome to give proposals to continuously contribute toward improving the quality of teaching. Active student participation during the implementation of the planned exercises is advisable. Commitments: 1. Seminar paper prepares the student independently according to predetermined topics. Students will present a selected topic and be evaluated. 2. Colloquiums - according to lectures and seminar papers presented. 3. Written examination - according to the lectures and intended examination literature.



## Screening of student's work

- 0.5 ECTS Pohađanje nastave [EN]
- 0.5 ECTS Kolokviji [EN]
- 1.5 ECTS Pismeni ispit [EN]
- 0.5 ECTS Seminarski rad [EN]

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- 3 ECTS

## Week by Week Schedule

1. Introduction to the course Therapeutic pedagogy 2. Program scheme and meeting. Group-teacher expectations.
2. The concept of health and illness in educational theory: grounded application of the concepts of pedagogy and pedagogy in medicine, pedagogical theory in the service of pedagogical and medical practice.
3. Integration of pedagogue into medical practice.
4. Psychotherapy pedagogy.
5. Image and drawing in psychotherapy of children and families (working with examples).
6. A child with special requirements.
7. Therapeutic pedagogy: a child's perspective.
8. Therapeutic pedagogy: The perspective of parents.
9. Therapeutic Pedagogy: Perspectives of pedagogues and teachers (teacher meeting childhood illness in the classroom)
10. Provision of pedagogical assistance to families with young children in crisis situations.
11. Pedagogical support for doctors and medical staff in working with children and parents.
12. Illness as a loss or? Children and adults at home and hospital: relationships.
13. Reflective methodology: research experiences from school.
14. Reflective methodology: research experiences from the hospital.
15. Concluding reflections: systematization and valorisation of teaching content and evaluation of teachers' work.

## Literature



Brajša, Pavao (1994). *Pedagoška komunikologija*, Školska knjiga



Davis, Hilton (1998). *Pomozimo bolesnoj djeci*, Slap



De Zan, Damir (2013). *Slika i crtež u psihoterapiji djece i obitelji*, Medicinska naklada



Gruden, Zdenka (1994). *Psihoterapijska pedagogija*, Medicinska zaklada

## Additional Literature



Profaca, Bruna; Puhovski, Sena (2007). *Kako pomoći tugujućem djetetu*, Poliklinika za zaštitu djece grada Zagreba



Cicak, Maca (2010). *Obitelji i udovištvo*, Ljetopis socijalnog rada





Čizmić, Jozo (2009). *Pravo na pristup podacima u medicinskoj dokumentaciji*, Zbornik Pravnog fakulteta Sveučilišta u Rijeci



Đorđević, Veljko; Braš, Marijana (2011). *Komunikacija u medicini – čovjek je čovjeku lijek*, Medix: specijalizirani medicinski dvomjesečnik



Jakšić, Maja (2016). *Gubitak, tugovanje i pružanje potpore. S posebnim osvrtom na nesretno okončanu trudnoću*, Služba Božja: liturgijsko-pastoralna revija



Kosić, Katarina (2018). *Tugovanje kod djece*, Sveučilište Josip Juraj Strossmayer u Osijeku



Kovačević, Milijana (2012). *Djeca osnovnoškolske dobi i stres izazvan gubitkom drage osobe – prepoznavanje, razumijevanje, potpora i pomoć*, Školski vjesnik: časopis za pedagošku teoriju i praksu

# The Speech Culture

188010



## Lecturer



izv. prof. dr. sc.  
Karolina Vrban  
Zrinski

ECTS Credits 4.0

English Level L1

E-learning Level L1  
(10%)Study Hours 30  
15

## Course Description

Adoption of concepts from speech culture and application of speech rules. Mastering the skills of public appearance and mastering the shame and fear of public speaking and preparing students for work in professions where speech culture, speaking skills and knowledge of the features of verbal and non-verbal communication are constituent part.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define the components of speech composition and audience profiling
2. Show speech etiquette and components of speech listening
3. Define and explain non-verbal signs
4. Recognize and name rhetorical figures and styles
5. Show a speech in accordance to rhetorical rules
6. Recognize good argumentation

## Study Programme Learning Outcomes

Dual-major studies

Croatology

Critically relate to mastered content and argue your conclusions in written and oral form

Explain and apply the facts of Croatian linguistic norms in written and oral expression

Croatology

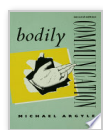
## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 2 ECTS Seminarski rad [EN]
- 1 ECTS Usmeni ispit [EN]
- 4 ECTS

## Week by Week Schedule

1. Defining the notion of speech culture and characteristics of public communication and performance. Differences between public and private speech.
2. Rhetorical types: speech types in antique (commendable, political, judicial) and contemporary speech types (speeches in different strategies, official communication - official conversations)
3. Listening as a precondition for quality communication, components of speech listening, the listener as an active participant
4. Speech etiquette - rules of speech etiquette, etiquette in listening and speaking, determining factors of speech etiquette (culture, space, time, hierarchical social ladder, etc.)
5. Speech preparation (research, data collection) and audience profiling
6. Speech composition, speech message properties, humor - models and functions of humor
7. Argumentation and rhetorical cogs - models of argumentation and recognition of rhetorical cogs
8. Non-verbal or interlocutory signs - all signs that participate in speech but are not speech. Cultural differences, roles and meanings of non-verbal signs
9. Proxemic relations - distance and distribution of interlocutors in space, signs of social hierarchy and sociopetality or sociofugality in a communicative relationship
10. Fear of public performance, looking at real and unreal causes. Good preparation for public appearance as essential factor in reducing discomfort and fear
11. Logic in speech, logicalistic style of speech - syllogisms, logical statements, evidence and counter-evidence, clear expressions
12. Poetic and affective in speech, figures in speech and their role (logical figures, tropes, thought figures, word figures, syntactic figures, etc.)
13. 13. Speech - focus on a speaker and aspiration to comprehension, linguistic purism - language as a sign of social and spatial affiliation, speech elegance - aesthetic, cultivated and etiquette's speech
14. Appearance preparation, speech preparation instructions (seminar assignments) and speech performance
15. Performing and analyzing short speeches. Valuation of acquired knowledge

## Literature



Michael Argyle (2013). *Bodily Communication*, Routledge



Miroslav Beker (1997). *Kratka povijest antičke retorike*, ArTresor.



Deb Gottesman, Buzz Mauro (2006). *Umijeće javnog nastupa*, Zagreb: Naklada Jesenski i Turk



Ivo Škarić (2003). *Temeljni suvremenoga govorništva*, Zagreb: Školska knjiga



Ivo Škarić (1982). *U potrazi za izgubljenim govorom*

## Similar Courses

- » Pravogovor, Oxford

# The Violence of Children and Minors

57205

## Lecturer



izv. prof. dr. sc.  
Irena Cajner  
Mraović

## Course Description

Enable students for sociological approach to juvenile violence which includes application of classic and modern sociological theories as well as quantitative and qualitative social research methods. Students should be able to identify and understand critical approach to social reaction in cases of juvenile violence, by which they will be able to participate in creating public policies for prevention juvenile violence.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyze manifestations of juvenile violence
2. Analyze special features of juvenile violence.
3. Relate social context and juvenile violence.
4. Create research focused on risk factors in juvenile violence.
5. Design juvenile violence prevention programs.
6. Reconstruct different models of social reaction to juvenile violence.

## Study Programme Learning Outcomes

Dual-major studies

Sociology

Recognize the generators of conflicts in contemporary society

Apply knowledge of sociological theories in managing conflict situations

Sociology

Recognize the generators of conflicts in contemporary society

Apply knowledge of sociological theories in managing conflict situations

## General Competencies

Identify causal relations among social phenomena.

Indicate relevant concepts of culture, socialization, social stratification, social structure and institutions in explaining social phenomena.

Develop research question about subject/process/phenomenon of public interest.

Evaluate sociological research as a basis for improvement.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 15

15

Teaching Assistant

dr. sc. Ivana Radić

Grading

1. colloquium 25%; 2. colloquium 25%; Written seminar 25%; Active participation in seminars 25%.

## Screening of student's work

- 1 ECTS Pohađanje nastave [EN]
- 1 ECTS Kolokviji [EN]
- 1 ECTS Seminarski rad [EN]
- 3 ECTS

## Forms of Teaching

- » Predavanja
  - » Processing of teaching material
- » Seminar
  - » Students read in advance the default text and continue the process of learning in the class on the basis of discussion about this and other group activities.

## Week by Week Schedule

1. Introduction, reminder of the input competence.
2. Juvenile violent assaults.
3. Juvenile sexual violence.
4. Juvenile violence against property.
5. Juvenile violence against public order.
6. Social responses to juvenile criminal violence.
7. The first colloquium: Juvenile criminal violence.
8. Some key aspects in studying and understanding school bullying. Comparative research on school bullying.
9. The assessment of school bullying: scales and surveys, methodological problems and their solving options.
10. A social-ecological model for school bullying prevention and intervention: understanding the impact of adults in the social ecology of youngsters. Parent-child relationships and school bullying.
11. The etiological case to the role of the bystander in school bullying. Respect or fear: The relationship between power and school bullying.
12. Victimization by school bullying and social exclusion: links to peer rejection, classroom engagement and school achievement.
13. Peer bullying in sport. Cyberbullying. peer bullying in kindergarten.
14. Second colloquium: School bullying and juvenile violence in other social contexts.
15. Final remarks.

## Literature



Jimerson, S. R., Swearer, S. M., Espelage, D. L. (eds) (2009) *Handbook of Bullying in Schools. An International Perspective*. Routledge.



Cajner Mraović, I. (2005): *Kriminološke osobitosti nasilničkoga kriminaliteta maloljetnika*. U: Singer, M. i sur: *Kriminologija delikata nasilja. Nasilje nad djecom i ženama, maloljetničko nasilje*. Globus, Zagreb.

## Similar Courses

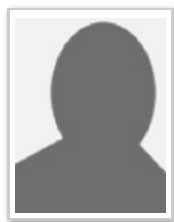
- » Bullying and Violence in Schools, Oxford

# Transition, State, Diaspora

226934



## Lecturer



doc. dr. sc.  
Jadranka Polović

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours

15

15

## Grading

Regular class attendance, passed preliminary exam, participation in discussion during the course, independent research work

## Course Description

Course objectives: to introduce students with theoretical approaches to statehood, transition and diaspora; to empower students to understand post-Cold War processes in the Eastern, Central and Southeast Europe; to introduce students to the creation of the Republic of Croatia and the Croatian Homeland War; to empower students to understand the overall social context, presenting itself as a challenge to transitional processes; to introduce students to the role of international actors during the process of international recognition, ending the war and the transition strategy selection, as well as the conditions for NATO and EU membership; to empower students to participate independently in the projects of scientific, economic, cultural and various other modes of cooperation with the Croatian diaspora; to empower students to understand, clarify and to predict the future, global migratory trends, as well as the connected security

issues for the region.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define and recognize the migratory cycles and integration models, which serve the Croatia's development
2. Define and explain the selective migration flows within the context of a non-identify population
3. Identify the areas of possible integration and functional economic linkage between Croatia and emigration, within the context of security and development
4. Identify, explain and develop models of connecting the state of Croatia and emigrant communities, through various forms of integration
5. Identify the potential of the emigrant community (Croatian diaspora) and to link with them in various different integration patterns in order to fulfil a particular Croatia's need

## Study Programme Learning Outcomes

Demography and Croatian Diaspora

Dual-major studies

## Screening of student's work

- 0.5 ECTS Pohađanje nastave [EN]
- 0.5 ECTS Kolokviji [EN]
- 0.5 ECTS Pismeni ispit [EN]
- 0.5 ECTS Seminarski rad [EN]

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- 2 ECTS

## Week by Week Schedule

1. Introduction: Familiarise the students with the structure, content and objectives of the course; teaching methods employed, evaluation used, the student's obligations, proposal of topics for seminar papers, deadlines
2. Defining fundamental concepts: transition, state and diaspora; presentation of the theoretical approaches
3. Croatia as a part of the former Yugoslavia (1945-1991): political and economic processes, inter-ethnic relations, emigration, Croatian Spring, Croatian emigration and identity
4. Geopolitical changes in Europe and the new structure of Post-Cold war order / Southeast Europe: geographical, historical and political regional determinants
5. Political, economic and social disintegration of Yugoslavia: introduction to war; US reaction; diplomatic initiative of the European Community
6. Croatia 1990-1995: creating a state, defending the national identity (Serb rebellion, Croatian politics towards the B&H, contextual analysis of the military actions - „Flash“ and „Storm“)
7. The role of the Croatian diaspora in supporting the Croatia's independence (humanitarian, military assistance, lobbying)
8. International recognition of Croatia and the great powers
9. Croatian transition: (transformation of both the political and economic system, creating a new values system, foreign policy goals – EU and NATO membership)
10. Critical review of the transitional processes in Croatia, during the 1990's (analysing the factors of failure - war, poor economic, tycoon privatization, resistance to change, corruption and nepotism, Croatia under informal international sanctions, absenteeism investment, the first decade of independence as a "lost developmental period"
11. Impact of external actors, interest of the big powers and international organizations on integration processes and transformation, democratization and Europeanization of Croatia (international recognition, preservation of territorial integrity, choosing a transitional political and economic models as the transitional strategy, conditions for EU and NATO accession); Croatia with regard to the impact of the Conditionality Policy (Copenhagen Criteria): EU political conditions as the default political framework for transformation enactment, modernization and Europeanization of Croatia
12. The impact of Conditionality Policy (Copenhagen Criteria): EU political conditions as the default political framework for transformation. modernization and Europeanization of Croatia
13. Croatia as an EU member: political, demographic, economic and social challenges
14. Croats in Bosnia and Hercegovina as an important issue for the Croatian foreign policy (Croatia as a Dayton Agreement signatory, government strategy for protecting the Croatian people, weakened B&H constituency)

15. Geopolitical environment of the Republic of Croatia (Bosnia and Hercegovina, Kosovo; Macedonia and Serbia) and the underlying security challenges

### Literature



Bilandžić, Dušan (2001).  
*Propast Jugoslavije i stvaranje moderne Hrvatske*, Zagreb, AGM



Živić, D.; Bing, A.; Marijan, D. Radelić, Z.; Berić, N. (2006).  
*Stvaranje hrvatske države i domovinski rat*, Zagreb: Školska knjiga



Polović, Jadranka (2004).  
*Utjecaj SAD na hrvatsku politiku u razdoblju od 1990.-2000. godine*, Split: Marjan tisak



Radelić, Zdenko (2006).  
*Hrvatska u Jugoslaviji 1945.-1991.*, Zagreb: Školska knjiga



# TV Journalism

57245

## Lecturer



izv. prof. dr. sc.  
Ivana Greguric

ECTS Credits 4.0

English Level L2

E-learning Level L1

Study Hours 30

Teaching Assistant  
Vesna Karuza Podgorelec, prof.

Grading  
50% practical work, 50% project.

## Course Description

Bring TV journalism closer to the students through practical exercises in which they will apply and improve journalistic skills which are used in television, while gathering and analyzing information and shooting, editing and publishing video clips in a variety of television genres.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Define TV journalism and explain its characteristics.
2. Present and explain the differences between television and other forms of journalism.
3. Professionally use the skills of a television journalist.
4. List, differentiate and use the most important television genres.
5. Demonstrate the skill to independently collect, verify and format information.
6. Demonstrate the skill to independently record and edit short TV clips.
7. Demonstrate the ability to independently publish YouTube video clips.

## Study Programme Learning Outcomes

### Communication Studies

Argumentatively and rationally defend one's professional views and understandings

Define and describe the disciplines of contemporary communication studies, the history of their development and central problems, and use professional terminology in different areas of communication studies

Demonstrate responsibility, ethics, autonomy and initiative in professional work

Present different information and points of view and critically assess the credibility of claims, assumptions and arguments mediated through various media

Show the application of theoretical knowledge of communication studies

Distinguish practical applications of practical knowledge and skills from journalism and public relations

Develop oral and written communication skills

Develop competences in professional and interdisciplinary teamwork

Develop social skills

Professionally apply acquired specialist, theoretical and practical knowledge in the sphere of media, i.e. journalism, public relations and scientific research in

communications

## General Competencies

Apply, classify and distinguish professional terminology. Expertly and professionally apply the acquired specialist theoretical and practical knowledge to work in journalism. Identify, classify, use and critically evaluate various media and newspaper genres, their role in media content and impact on the audience. Demonstrate accountability, professional ethics, autonomy and initiative in their work.

## Week by Week Schedule

1. Course introduction;
2. Television journalism - characteristics, specificities, importance;
3. Exercises in searching, collecting, verifying and processing information;
4. Exercises in searching, collecting, verifying and processing information;
5. Exercises in recording short statements;
6. Exercises in recording short statements;
7. Shooting a stand-up;
8. Forming a television newsroom and organizing its work;
9. Exercises in shooting and editing a small television show.
10. Exercises in shooting and editing a small television show.
11. Exercises in shooting and editing a small television show.
12. Publishing video clips on YouTube
13. Student project presentations
14. Student project presentations
15. Student project presentations

## Literature



Perišin, Tena (2010). *Televizijske vijesti (odabrane stranice)*, Zagreb



Gittlin, Todd (2000). *Inside prime time (odabrane stranice)*, University of California Press, Berkely and Los Angeles

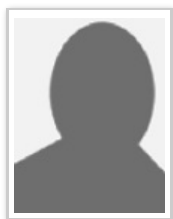


Portman N., Powers S. (2008). *How to Watch TV News*, Penguin Books

# Violence Against Children and Among Children

239941

## Lecturer



Gordana Buljan-Flander,  
prof. dr. sc.

## Course Description

## Study Programme Learning Outcomes

Psychology

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 15

15

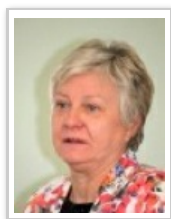
Teaching Assistant  
Ana Raguž Štalo, mag. psych.



# Word Formation in the Croatian Language

201805

## Lecturer



prof. dr. sc.  
Sanja Vulić  
Vranković

## Course Description

The goal of the course is to enable the adoption of a theoretical-analytical framework, in order to clearly understand the difference between word formation and other linguistic disciplines and parts of grammar.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Compare the motivated and the non-motivational words.
2. Define the form of the word formation.
4. Analyze the morphological description of the formation bases.
5. Define determination of word order in the word formation.

## Study Programme Learning Outcomes

Dual-major studies

Croatology

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

1 ECTS Kolokviji [EN]

1 ECTS Usmeni ispit [EN]

3 ECTS

## Week by Week Schedule

1. Relation between word formation and the other linguistic disciplines.
2. Terminology of word formation.
3. Relation between word formation and lexical meaning of words
4. Basic divisions in word formation.
5. Marginally word formation.
6. Word formation of nouns.
7. Word formation of nouns.
8. Word formation of nouns.
9. Word formation of nouns.
10. Word formation of adjectives.
11. Word formation of adjectives.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 15

15

Teaching Assistant

Lidija Bogović, mag. croat.

Grading

It is assessed the participation in class, activities during the class, the quality of the seminar paper.

12. Word formation of adjectives.
13. Word formation of verbs.
14. Word formation of verbs.
15. Word formation of adverbs.

## Literature



Babić, Stjepan (2020). *Tvorba riječi u hrvatskome književnome jeziku. Treće, poboljšano izdanje.*, Zagreb: Hrvatska akademija znanosti i umjetnosti – Nakladni zavod Globus



Barić, Eugenija i drugi (2005). *Hrvatska gramatika, četvrto izdanje*, Zagreb: Školska knjiga, str. 285–389.

## Additional Literature



Grčević, Mario (2016). *Croatian, u: Word-Formation : An International Handbook of the Languages of Europe. Volume 4.*, (niz Handbücher zur Sprach- und Kommunikationswissenschaft, 40/4).

## Similar Courses

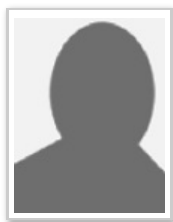
- » Morfologija hrvatskoga jezika, Oxford
- » Leksikologija i leksikografija hrvatskoga jezika, Oxford

# Working with Groups

173686



## Lecturer



Zlatica Kozjak  
Mikić,  
doc. dr. sc.

## Course Description

Course content will enable students to develop general and specific competences related to mastering basic knowledge and group work skills, as well as planning, evaluating and evaluating the outcomes of group treatment. Also, the subject's goal will be to understand, evaluate and know the processes and dynamics of group work and develop sensitivity and personal capacities to guide group processes. Students will participate in the work of different specific groups and develop group leadership skills and their own communication skills. In this way, students will strengthen their specific professional skills for working with groups.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. List models of psychological assessment and counseling in working with individuals, groups and organizations.
2. Choose appropriate research methods and strategies for intervention according to the characteristics of members of different social groups and cultures and the specifics of their environmental and social context
3. Argue similarities, differences and usability of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences
4. Explain theoretical concepts and scientific knowledge in creating interventions and programs that will improve the living conditions and development of individuals, families, organizations and communities
5. Apply skills of oral and written professional communication and interdisciplinary collaboration in different professional environments

## Study Programme Learning Outcomes

Psychology

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours 30

## Grading

The conditions for taking the course include the signature of the teacher as proof of regular attendance (max. 3 absences) and independent work and practical work provided in smaller groups. Scoring and monitoring student work: attendance attendance 30% and written report within the independent work of students 70%. For a positive final assessment, it is necessary to have a minimum of 70% of the obligations due to the teaching load (attendance attendance and based on independent work report).

## General Competencies

Select models of psychological assessment and counselling in working with individuals, groups and organizations.

Choose appropriate research methods and strategies for interventions in accordance with the characteristics of the members of different social groups and cultures as well as the specifics of their environmental and social context.

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Evaluate theoretical concepts and scientific insights in intervention and program designing with the aim of improving the living conditions and development of individuals, families, organizations and communities.

Assess personal skills of verbal and written professional communication and create complex communication and interdisciplinary cooperation in various professional environments.

## Screening of student's work

1 ECTS Pohadanje nastave [EN]

2 ECTS Seminarski rad [EN]

3 ECTS

## Forms of Teaching

» Seminar

» once a week, two hours

## Week by Week Schedule

1. Introductory class
2. Determinants of group work; group characteristic and group processes
3. Types of groups and influence of psychotherapeutic approaches to the group work.
4. Ethical guidelines and standards of psychological activity in working with groups
5. Planning and structuring group work
6. Identifying needs, identifying members, motivating members and preparing the environment
7. Group structure and group processes. Phases of group work and group roles
8. Types of personalities and group roles
9. Evaluation in treatment groups - monitoring and evaluation of group work
10. Supervision in group work
11. Experience with therapy groups
12. Demonstration and facilitation and leadership skills in leading specific groups.
13. Demonstration and facilitation and leadership skills in leading specific groups.
14. Demonstration and facilitation and leadership skills in leading specific groups.
15. Closure

## Literature



Gerald Corey (2004). *Teorija i praksa psihološkog savjetovanja i psihoterapije*, Naklada Slap



Hrvatska psihološka komora (2004). *Kodeks etike psihološke djelatnosti*, Hrvatska psihološka komora

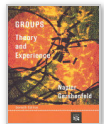
## Additional Literature



Ellis, A. (2005). *Svladavanje otpora u psihoterapiji*, Naklada Slap



Glynis M. Breakwell (2007). *Vještine vođenja intervjua*, Naklada Slap



Rodney Napier, Matti K. Gershenfeld (2004). *Groups*, Houghton Mifflin College Division

## Similar Courses

» Psihološko savjetovanje, Oxford



# Working with Students with Special Educational Needs

201210

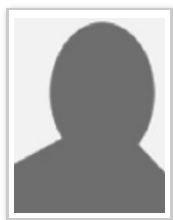


## Lecturer



Katarina Pavičić  
Dokoza,  
izv. prof. dr. sc.

## Associate Lecturer



Iva Tadić,  
dr. sc.

ECTS Credits 3.0

English Level L1

E-learning Level L1

Study Hours 30

Grading

Final exam

## Course Description

The aim of the course is to familiarize the students with the most important aspects of working with children with special educational needs. The students will get to know the formal, normative framework which regulates the position of students with special educational needs in the Croatian educational system, developmental characteristics of disabilities according to the Diagnostic and Statistical Manual of Mental Disorders (terminology, definitions, etiology, phenomenology) and the organization of school and kindergarten work with special reference to the work of professional services.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the basic concepts of the subject teaching methodology,
2. Apply and adopt terminology that refers to children with special educational needs,
3. Identify hearing and speech-language disorders
4. Explain contemporary insights and achievements in working with pupils with special educational needs in accordance with the European and global achievements,
5. Define educational goals to the capabilities of hearing impaired children and children with speech-language disorders,
6. Point out the necessity of sensitizing the educational and wider community to the processes of inclusion.

## Study Programme Learning Outcomes

Psychology

## General Competencies

Students will be able to:

Evaluate the impact of social context and social changes on the human development and behaviour of individuals, groups and systems.

Explain the similarities, differences and usefulness of psychological interventions and interventions within complementary disciplines in the field of social and biomedical sciences.

Assess personal skills of verbal and written professional communication and create complex communication and interdisciplinary cooperation in various professional environments.

Support collaboration in interdisciplinary team work and establish constructive professional relationships with experts from associated disciplines.

Develop accountability, autonomy and initiative in one's work.

## Screening of student's work

1 ECTS Pohađanje nastave [EN]

2 ECTS Pismeni ispit [EN]

3 ECTS

## Forms of Teaching

» Predavanja

» Lectures will be held once a week (2 h) every Tuesday throughout the semestar

## Week by Week Schedule

1. Models of support in education of children with special needs
2. Psychodiagnostic assessment of children with developmental disabilities
3. Overview of diagnostic and therapeutic procedures in rehabilitation and education of children with special needs  
sostic assessment of children with developmental disabilities
4. Children with hearing impairment
5. Children with visual impairment  
Children with motor impairment
6. Children with cognitive difficulties
7. Field learning  
Colloquium exam 1
8. Children with speech and language disorders
9. Specific learning difficulties
10. Social pragmatic disorder and autism
11. Children with selective mutism  
Children with ADHD
12. Working with gifted and talented children
13. Sensibilisation of environments for inclusive education
14. Field learning  
Colloquium exam 2
- Course overview and analysis
15. Course overview and analysis

## Literature



Adinda Dulčić, Katarina Pavičić Dokoza, Koraljka Bakota, Lidija Čilić Burušić (2012). *Verbotalni pristup djeci s teškoćama sluha, slušanja i govora*, Artrezor, Zagreb



Dulčić, A., Bakota. K. (2008). *Stavovi učitelja povijesti redovnih osnovnih škola prema integriranim učenicima oštećena sluha i učenicima s poremećajima govorno - jezične komunikacije te specifičnim teškoćama u učenju*, Hrvatska revija za rehabilitacijska istraživanja, Vol. 44, br. 2, str. 33-53.



Dulčić A., Kondić Lj. (2002). *Djeca oštećena sluha*, Zagreb, Alineja



(24). *Pravilnik o osnovnoškolskom odgoju i obrazovanju učenika s teškoćama u razvoju*, Narodne novine

## Additional Literature



Vizek-Vidović, V., Rijavec, Vlahović-Štetić, V., Miljković, D., M. (2003). *Psihologija obrazovanja*, Zagreb

## Similar Courses

» Metodika rada s djecom s posebnim potrebama, Oxford

# World Population

253109



## Lecturer



Sanja Klempić  
Bogadi,  
izv. prof. dr. sc.

ECTS Credits 2.0

English Level Lo

E-learning Level L1

Study Hours 15

15

## Grading

Regular attendance of classes,  
active monitoring of classes,  
discussion in class and  
independent preparation and  
presentation of a seminar paper.

## Course Description

Courses objectives:

- introduce students to fundamental demographic indicators, processes and the state of world population · define and explain development trends of world population as well as contemporary characteristics of world population
- explain to students the contemporary demographic conditionality and influence of basic modes of demographic mobility on entire demographic profile of the world
- develop in students the capability to identify clear spatial (regional) differences in stages of demographic development
- make students aware of demographic planning for all concepts and strategies of »space management«
- make students familiar with global case studies of implementation of population policies and models of demographic revitalisation
- develop in students understanding of correlation between demographic processes towards global systems and total spatial development
- develop in students awareness of the importance of population in contemporary global spatial relations and processes
- develop in students the ability to forecast future development and characteristics of world population

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain fundamental demographic processes as well as analyses of fundamental demographic indicators for world population
2. Define development trends of world population
3. Explain basic modes of demographic mobility and their influence on contemporary demographic profile of world population
4. Explain demographic processes and understanding of identified spatial differences in demographic development
5. Explain the importance and influence of population in space
6. Define relations and links between population and other systems and the role population plays in functional planning and spatial organisation
7. Explain fundamental principles of population policies

## Study Programme Learning Outcomes

### Demography and Croatian Diaspora

Understand the relationship between population movements and economic, social and geographical laws, as well as emigrant potential and the overall development of Croatia

Develop a critical attitude towards statistical data and literature relevant to research on the population and Croatian emigration

Develop a sense of security and correctness in the research process in order to prove the conditionality of the population, emigration and economy

Develop the ability to terminologically understand demographic and immigrant terms in students

Interpret data on Croatian and global population and emigration

### Dual-major studies

## Screening of student's work

0.5 ECTS Pohađanje nastave [EN]

o ECTS Pismeni ispit [EN]

0.5 ECTS Seminarski rad [EN]

1 ECTS Usmeni ispit [EN]

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2 ECTS

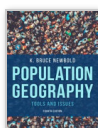
## Week by Week Schedule

1. Introductory class (principles of work, student obligations, literature list)
2. Theoretical approaches to world population research
3. Spatial allocation of world population
4. Population development
5. Fertility
6. Mortality
7. Urbanization
8. World cities
9. Internal migration
10. International migration - global overview
11. Contemporary challenges of international migration
12. Global population ageing
13. Ageing and labor force
14. Population policies
15. Population and the Sustainable Development Goals

## Literature



Nejašmić, Ivo (2005). *Demogeografija: Stanovništvo u prostornim odnosima i procesima*, Školska knjiga



Newbold, K. Bruce (2021). *Population Geography. Tools and Issues*, Rowman & Littlefield



de Haas, Hein; Castles, Stephen; Miller, Mark J. (2020). *The Age of Migration. International Population Movements in the Modern World*, Red Globe Press



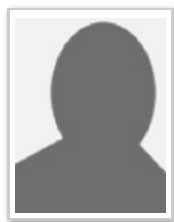
May, John F.; Goldstone, Jack A. (ur.) (2022). *International Handbook of Population Policies*, Springer

# Youth Subcultures

211180



## Lecturer



Benjamin  
Perasović,  
prof. dr. sc.

ECTS Credits 3.0

English Level Lo

E-learning Level L1

Study Hours

15

15

## Grading

Written exam/oral  
exam/seminar paper

## Course Description

The goal of this course is to enable the review of the social processes of the subculturalization of young people. It include the recognition of the phenomena, adoption of the sociological terminology and research approaches related to the subcultures o the young people. The course also include the understanding of the multiparadigmatic development of the sociology of youth subculture.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Describe the basic sociological approaches to the subcultures of young people.
2. Recognize the sociological terminology in the youth subcultures study
3. Explain the connection of the theoretical concept in the youth subculture studies
4. Explain the importance of the sociological study of the youth subcultures
5. Criticize the different theoretical approaches to the subject of the youth subcultures

## Study Programme Learning Outcomes

Dual-major studies

Sociology

Evaluate social impact of social changes in society

Describe the elements of social dynamics

Compare different theoretical traditions in sociology

Sociology

Evaluate social impact of social changes in society

Describe the elements of social dynamics

Compare different theoretical traditions in sociology

## Forms of Teaching

- » Predavanja
  - » Frontal
- » Seminar
  - » Discussion

## Literature



Benjamin Perasović (2001). *Urbana plemena*, Hrvatska sveučilišna naklada, Zagreb



Rašeljka Krnić, Benjamin Perasović (2013). *Sociologija i party scena*, Naklada Ljevak; Zagreb

## Similar Courses

» -, Oxford

# Yugoslav security services from 1944. to 1992.

202915

## Lecturer



doc. dr. sc.  
Vladimir  
Šumanović

## Course Description

Although the security services of socialist Yugoslavia have an extremely high impact on the daily life of the population in the former Yugoslavia and not only at the level of the primary form of repression (liquidation, arrests and exile abroad), but also in the educational and journalistic activities (through the creation of a basic corps to the public of knowledge of reading the more important social topics), their character has remained almost completely unexplored. For this reason, this course aims to fill this void in history.

## Learning Outcomes

On successful completion of the course, students will be able to:

1. Explain the complex character of Yugoslav security services
2. Explain to students the real character of Yugoslav security services in contrast to the popular opinion
3. Explain and promote the importance of the discussion between students and between students and professor.
4. Analyze the knowledge of students via test.
5. Explain the differences between the security services of communist countries
6. Explain the consequences of the work of the Yugoslav socialist security services

## Study Programme Learning Outcomes

Dual-major studies

History

History

## Screening of student's work

2 ECTS Pismeni ispit [EN]

1 ECTS Seminarski rad [EN]

3 ECTS

## Week by Week Schedule

1. Basic concepts and key figures of the security services of socialist Yugoslavia
2. The formation of OZNA and its operation until the establishment of communist rule in Serbia

ECTS Credits 3.0

English Level L1

E-learning Level L1  
(10%)

Study Hours 30

### Grading

Assessment will be based on active participation in teaching, writing a seminar paper and examinations





3. Soviet occupation of Serbia and the establishment of communist rule in the eastern part of the former Yugoslavia
4. The end of World War II and the establishment of communist rule in the western part of the former Yugoslavia
5. The activity of the security services of the restored Yugoslav state in the last years of the war and in the first years of the war
6. Repression of Yugoslav Communist Authorities towards National Minorities
7. Repression of Yugoslav Communist Authorities towards Religious Communities
8. Repression of the Yugoslav Communist authorities against dissidents from their own ranks
9. Creating a false past with the example of World War II
10. The fall of Alexandar Ranković
11. Repression of Yugoslav Communist Authorities Towards Croatian Political Emigration
12. Relationship between Yugoslav security services
13. SFRY after the death of Josip Broz Tito
14. The long year of 1991: From the new Croatian constitution in December 1990 to the dissolution of the SFRY in April 1992
15. SFRY Security Services after its breakup

## Literature



Ivo Banac (1990). *Sa Staljinom protiv Tita*



Svetko Kovač, Bojan B. Dimitrijević, Irena Popović (2016). *Slučaj Ranković*



Zvonko Ivanković-Vonta (1988). *Hebrang*



Josip Jurčević (2005). *Bleiburg*



Davor Marijan (2008). *Slom Titove armije*

## **Lecturers**

prof. dr. sc. **Andelko Akrap**



- Corporate Demographics
- Demographic Projections and Simulations
- Population and Financial System
- Regional Economy

**Lea Andreis**, mag. psych.



- Evaluation and Measurement of Personality
- Psychology of Advertising
- Psychology of Mass Media and Mass Communication
- Psychology of Mass Media and Mass Communication

izv. prof. dr. sc. **Ivan Andrižanić**



- Indian Philosophy

**Toni Babarović**, prof. dr. sc.



- Factor Analysis
- Regression Analysis

prof. dr. sc. **Vanda Babić Galić**



- Croatian Cultural Tourism

**Joško Badžim**, dr. sc.



- Population, Migrations, and National Security

izv. prof. dr. sc. **Ivan Balabanić**



- Digital Sociology
- Graduate work
- Market Research
- Multivariate Statistical Methods
- Quantitative methodology
- Risk Management and Crisis Communication
- Social Impact Analysis
- Social media analytics

**Monika Balija**, dr. sc.



- Contemporary International Migration
- Croats in Germany
- Famous Croats Worldwide

prof. dr. sc. **Pavo Barišić**



- Master thesis
- Political and Legal Philosophy

**Goran Batina**, pred.



- History of Croatian sociology

**Dino Bečić**, mag. geogr.



- Space and Population

**Adrian Jadranko Beljo**, v. pred.



- Speaking and Presentation Skills in English

doc. dr. sc. **Mijo Beljo**



- Croatian Military History and Homeland War
- Croatian Political History from 1990 to 1995
- Diploma Thesis (Science Stream)
- History of education
- Master thesis
- Media and National Security
- Military-political relations in Bosnia and Herzegovina 1990-1995
- Social Changes in the Republic of Croatia in 20th Century
- Social Changes in the Republic of Croatia in 20th Century

**Petar Bilobrk**, dr. sc.



- History of Christianity in Croatia
- History of Christianity in Croatia
- Religious Elements of Croatian Culture

**Tamara Bodor**, dr. sc.



- Croatian Woman in Emigration
- Field trip 2

**Lidija Bogović**, mag. croat.



- Lexicology and Lexicography of the Croatian Language
- Literature and Culture of the Croats in the Diaspora
- Word Formation in the Croatian Language

**Duje Bonacci, mr. sc.**

- Public Promotion of Science

**Milan Bošnjak, dr. sc.**

- Contemporary Croatian Literature produced outside Croatia
- Culture of Croats in the Diaspora

**Andreja Brajša-Žganec, prof. dr. sc.**

- Educational Psychology

**Petrona Brečić, izv. prof. dr. sc.**

- Production Thesis

**doc. dr. sc. Domagoj Brozović**

- Croatian Writers of European Reference
- Diploma Thesis (Science Stream)
- Introduction to Scientific Research
- Master thesis
- Pagan and Christian Themes in Croatian Literature

**izv. prof. dr. sc. Ivan Burić**

- Challenges of Social Stratification in Croatia
- Economic Sociology
- Graduate work
- Mass Communication Research Methodology
- Opinion Polls and Media Market Research
- Qualitative Research Methods in Communication Sciences
- Quantitative Research Methods in Communication Sciences
- Research Project

**doc. dr. sc. Krešimir Bušić**

- Master thesis

**Nadica Buzina, doc. dr. sc.**

- Forensic Psychiatry

**Krunoslav Borovec, doc. dr. sc.**

- Deviance at the Workplace
- Sociology of Social Control and Police in Croatian Society

**izv. prof. dr. sc. Lovorka Brajković**

- Clinical Psychodiagnostics
- Developmental Psychology
- Developmental psychopathology
- Health Psychology
- Motivation in Teaching Croatian Language
- Palliative Care
- Preparation of prevention programs
- Production Thesis
- Psychological Testing Skills and Clinical Interview
- Psychosocial adaptation of Croatian war veterans in war and devastation

**prof. dr. sc. Marijana Braš**

- Palliative Care

**doc. dr. sc. Erik Brezovec**

- Contemporary social theory
- Contemporary Sociological Theories
- Diploma Thesis (Science Stream)
- Graduate work
- Market Research
- Social Cognition and Perception
- Social phenomenology
- Sociology of public health
- Sociology of Social Changes

**Gordana Buljan-Flander, prof. dr. sc.**

- Psychological Counselling
- Violence Against Children and Among Children

**Josip Burušić, prof. dr. sc.**

- Development of psychological research
- Personality Psychology

**izv. prof. dr. sc. Rona Bušljeta Kardum**

- Active Learning Strategies
- Legal Bases and Pedagogical Documentation
- Master thesis
- Methods of Teaching History
- Practical Exercises in the Methodology of Teaching [History]
- Teacher Assessment and Evaluation

**izv. prof. dr. sc. Irena Cajner Mraović**

- Criminology of Bullying
- Deviance at the Workplace
- Graduate work
- Sociology of Domestic Violence
- Sociology of Social Control and Police in Croatian Society
- The Violence of Children and Minors

doc. dr. sc. **Sandra Car**

- Correlation Practicum in the Methodology of Teaching
- Graduate work
- Media Education
- Media in Education
- Media Pedagogy

**Lana Ciboci Perša**, doc. dr. sc.

- Research Project
- The Media and Children

**Iva Černja Rajter**, doc. dr. sc.

- Practice - research methods of mass communication

prof. dr. sc. **Zvonimir Čuljak**

- Master thesis

prof. dr. sc. **Stjepan Ćosić**

- Croatian Political History
- Introduction to Historical Science
- Master thesis
- Master thesis

**Krešimir Dabo**, doc.

- Strategic Thinking in Public Relations

doc. dr. sc. **Katarina Dadić**

- Childhood Pedagogy
- Methods of Teaching Sociology
- Parenting pedagogy
- Practical Exercises in the Methodology of Teaching [Sociology]
- Sociology of Education
- Therapeutic Pedagogy 1

**Lovre de Grisogono**, dr. sc.

- Market Research
- Sociology of Human Resource Management
- Sociology of the Information Technology Profession

prof. dr. sc. **Šime Demo**

- Croatian Latinity Genres
- Master thesis
- Oral Latin
- Post-Renaissance Latinity Genres
- Practical Exercises in the Methodology of Teaching [Latin Language and Literature]

izv. prof. dr. sc. **Nikša Dubreta**

- Sociology of Drug Use

prof. dr. sc. **Ivo Džinić**

- Master thesis
- Philosophy of Myth and Religion

**Jelena Flego**, mag. psych.

- Developmental disabilities of Children and Youth
- Developmental Psychology
- Developmental psychopathology
- Development in the Social Context
- Student Placements

prof. dr. sc. **Ivana Franić**

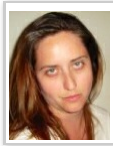
- Croatian lexicography

prof. dr. sc. **Viktorija Franić Tomić**

- Master thesis

prof. dr. sc. **Zygfryd Eckardt Gehrman**

- Globalization and the Language of Science/ Globalisierung und die Sprache der Wissenschaft

doc. dr. sc. **Eva Katarina Glazer**

- Croatian Cultural History
- Diploma Thesis (Science Stream)
- History and Archeology
- History of Palestine
- Master thesis
- Social Development and Rise of Eastern Mediterranean Civilisations

prof. dr. sc. **Mario Grčević**

- Croatian Linguistic Prescription
- Master thesis

izv. prof. dr. sc. **Zrinka Greblo Jurakić**

- Production Thesis

izv. prof. dr. sc. **Ivana Greguric**



- Bioethics
- Master thesis
- Philosophy of communication
- TV Journalism

**Tanja Grmuša**, doc. dr. sc.



- Media Management
- Research Project

izv. prof. dr. sc. **Georg Holzer**



- Development of the Croatian language

**Martina Horvat**, mag. paed.



- Correlation Practicum in the Methodology of Teaching
- Parenting pedagogy
- Pedagogy
- School Pedagogy
- Therapeutic Pedagogy 1

prof. dr. sc. **Neven Hrvatić**



- Graduate work
- Intercultural education
- Master thesis
- Pedagogy
- School Pedagogy

**Nenad Jakšić**, mag.



- Psychological Testing Skills and Clinical Interview

doc. dr. sc. **Tomislav Janović**



- Legal and Ethical Public Relations Standards
- Mass Communication: Political Aspects
- Master thesis
- Research Project
- The Media: A Critical Approach

**Ivana Jeleč**, pred.



- Event Management & Planning.
- Image, Reputation Management and Lobbying
- Public Relations Practicum

**Katarina Jelić**, mag. psych.



- Clinical Psychodiagnostics
- Preparation of prevention programs
- Psychotherapy Modalities

izv. prof. dr. sc. **Marko Jerković**



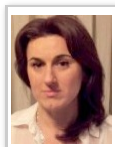
- Archivistics for historians
- Chapters and Monasteries: Centres of Medieval Civilisation
- Cultural History and Latinity: The Middle and Early Modern Ages
- Diploma Thesis (Science Stream)
- Latin Paleography and Epigraphy
- Master thesis
- Master thesis
- Overview of Medieval Latinity
- Overview of Medieval Latinity

**Ljubica Josić**, izv. prof. dr. sc.



- Mass Communication: Cultural Aspects
- Participatory journalism

doc. dr. sc. **Ivana Jukić Vidas**



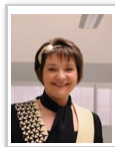
- Diploma Thesis (Science Stream)
- Master thesis
- Nobility in Croatian Diet:1650-1740

izv. prof. dr. sc. **Tado Jurić**



- Contemporary International Migration
- Immigration Models

**Dunja Jurić Vukelić**, doc. dr. sc.



- Methods of Teaching Psychology
- Motivation in Teaching Croatian Language
- Practical Exercises in the Methodology of Teaching [Psychology]
- Production Thesis
- Psychology in Croatian Literature

doc. dr. sc. **Jelena Jurišić**



- Geopolitics and National Security
- Mass Communication and Journalism in the Contemporary World
- Mass Communication: Sociological Aspects
- Public Promotion of Science
- Research Project

doc. dr. sc. **Marko Kardum**



- Master thesis

**Darko Karić**, pred. dr. sc.



- Population and Financial System

**Vesna Karuza Podgorelec**, prof.



- TV Journalism

**Ivica Kinder**, dr. sc.

-Diplomatic and Consular Affairs

**Sanja Klempić Bogadi**, izv. prof. dr. sc.-Regional Demography  
-World Population**Zoran Komar**, v. pred. mr. sc.-Human resources management  
-Military and Postwar Psychology-Croatian and International Experiences  
-Psychology of Organisational Behaviourdoc. dr. sc. **Monika Komušanac**-Demographic Resources and Potentials  
-Demographic Revitalization Patterns  
-Demographic Study  
-Demography of the Croatian Island area  
-Electoral Systems  
-Graduate Seminar  
-Graduate Thesis  
-Graduate work  
-Master thesis  
-Population, Migrations, and National Securitydoc. dr. sc. **Vanja Kopilaš**-Cognitive Psychology  
-Production Thesis**Dora Korać**, mag. psych.-Cognitive Psychology  
-Health Psychology  
-Social Cognition and Perception**Zlatica Kozjak Mikić**, doc. dr. sc.-Psychology of Mass Media and Mass Communication  
-Psychology of Mass Media and Mass Communication  
-Working with Groupsdoc. dr. sc. **Wolffy Krašić**-Croatian Catholic Missions  
-Croatian Emigration and the Homeland War  
-Croatian Woman in Emigration  
-Croats in Germany  
-Demographic Study  
-Diploma Thesis (Science Stream)  
-Famous Croats Worldwide  
-Field trip 2  
-Graduate Thesis  
-Master thesisizv. prof. dr. sc. **Ivana Kresnik**

-Master thesis

doc. dr. sc. **Lucija Krešić Nacevski**-Book and Library History in Croatian Cultural Territory  
-Elementary Greek  
-Latin Paleography and Epigraphy  
-Master thesisdoc. dr. sc. **Tamara Kunić**-Journalism as a Profession: Practicum  
-Participatory journalism  
-Production process in the Media**Ivana Kuzman**, mag. psych.

-Psychology of Organisational Behaviour

prof. dr. sc. **Danijel Lapaš**

-Research Project

prof. dr. sc. **Davorin Lapaš**

-Diplomatic and Consular Affairs

**Marinko Lozančić**, pred. dr. sc.-Croatian Emigration and the Homeland War  
-Demographic Aspects of the Greater Serbian aggression in Croatia 1990-1998  
-Geostrategy and Geopolitics**Maria Florencia Luchetti**, dr. sc.

-Croats in South America

**Karlo Lugomer, dr. sc.**

-Corporate Demographics

**Dražen Maleš, dr. sc.**

-Mass Communication: Political Aspects

**Marko Marina, dr. sc.**

-Cultural History and Latinity: The Middle and Early Modern Ages

doc. dr. sc. **Marica Marinović Golubić**

- Graduate work
- Qualitative Methodology
- Qualitative Methodology
- Sociology of Migration and Ethnicity

**Bojan Marotti, izv. prof. dr. sc.**

-Heritage of Other Cultures in the Croatian Culture

prof. dr. sc. **Renato Matić**

- Critical Thought in Sociology
- Culture of Peace and Non-violence
- Graduate work
- History of Croatian sociology
- Prejudice and Discrimination Prevention
- Sociology of Human Resource Management
- Sociology of the Information Technology Profession

doc. dr. sc. **Željka Metesi Deronjić**

- Croatian Philosophical Heritage in the European Context
- Love and Beauty in the Works of Croatian Renaissance Philosophers
- Master thesis
- Philosophy and Culture: Croatia in the European Context

**Zdeslav Milas, v. pred. mr. sc.**

- Corporate Communications
- New Media and Digital Marketing

doc. dr. sc. **Kristina Milković**

- Diploma Thesis (Science Stream)
- History of Military Border
- Master thesis
- Research Group - Interpretation of Sources for Croatian History: the 19th Century

**Lovorka Madarević, dr. sc.**

-Media and Bioethics

doc. dr. sc. **Jelena Maričić**

- Contemporary Psychological Research in Croatia
- Group Processes and Impacts
- Practical Counselling and Helping Skills
- Production Thesis
- Psychotherapy Modalities
- Social Cognition and Perception
- Student Placements

**Igor Marinić, doc. dr. sc.**

-Stress and Psychotrauma

**Suzana Marjanić, izv. prof. dr. sc.**

-Miroslav Krleža

izv. prof. dr. sc. **Maja Matasović**

- Croatian Latinists in the Literary Republic
- Latin language in the history of Croatian education
- Master thesis
- Master thesis
- The Croatian Humanist Epic

**Stjepan Matković, prof. dr. sc.**

- Diploma Thesis (Science Stream)
- History of parliamentarism in Croatia

**Vine Mihaljević, izv. prof. dr. sc.**

- Production process in the Media
- Research Project

**Silvestar Mileta, pred.**

-History of Croatian Cinema

izv. prof. dr. sc. **Ivan Milotić**

-Croatian state, public and social institutions



prof. dr. sc. **Roko Mišetić**



-Space and Population

**Ivana Mostarac**, mag. psych.



-Psychological Testing Skills and Clinical Interview

**Domagoj Novosel**, pred. dr. sc.



-European Union Institutions

**Katarina Pavičić Dokoza**, izv. prof. dr. sc.



-Working with Students with Special Educational Needs

**Lana Pavić**, dr. sc.



-Journalism as a Profession: Practicum  
-Production process in the Media

**Benjamin Perasović**, prof. dr. sc.



-Youth Subcultures

**Marina Perić Kaselj**, izv. prof. dr. sc.



-Croats in South America  
-Economic Potentials of Emigrants  
-Sociology of the Croatian Diaspora  
-Sociology of the Croatian Diaspora

doc. dr. sc. **Ivan Perkov**



-Corporate Social Responsibility  
-Graduate work  
-Risk Society

**Lucia Miškulin Saletović**, v. pred. dr. sc.



-Introduction to Sociolinguistics

doc. dr. sc. **Marjan Ninčević**



-Correlation Practicum in the Methodology of Teaching  
-Didactics  
-Practical Exercises in the Methodology of Teaching [Philosophy]

**Nina Ožegović**, dr. sc.



-Mass Communication: Cultural Aspects

doc. dr. sc. **Dario Pavić**



-Applied Statistical Software  
-Challenges of Social Stratification in Croatia  
-Demography  
-Graduate work  
-Quantitative Research Methods  
-The Demographic Development of Croatia

**Joško Pavković**, pred. mr. sc.



-Croatian state, public and social institutions

**Anita Perešin**, izv. prof. dr. sc.



-Geopolitics and Global Security

**Josip Periša**, mag. educ. philol. croat.



-Practical Exercises in the Methodology of Teaching [Croatian Language]  
-Theory of Literature

**Ana Petak**, mag. psych.



-Educational Psychology

prof. dr. sc. **Zdravko Petanjek**



-Production Thesis

izv. prof. dr. sc. **Davor Piskač**



-Bibliotherapy in the Literature Class  
-Great Directors of European Cinema  
-History of Christianity in Croatia  
-History of Croatian Cinema  
-Interpretation of literary text  
-Master thesis  
-Methods of Teaching Croatian Language  
-Miroslav Krleža  
-Practical Exercises in the Methodology of Teaching [Croatian Language]  
-Religious Elements of Croatian Culture  
-Teaching Grammar in Teaching Croatian Language  
-Theory of Literature  
-Therapeutic Pedagogy 2

**Nenad Pokos**, prof. dr. sc.



-Diploma Thesis (Science Stream)

doc. dr. sc. **Jadranka Polović**



-Integration Approach  
-Transition, State, Diaspora

doc. dr. sc. **Tomislav Popić**



-Diploma Thesis (Science Stream)  
-Master thesis  
-Research Group - Interpretation of Medieval Sources

**Vladimir Preselj**, pred.



-Corporate Communications

**Marta Račić**, doc. dr. sc.



-Identity of Molise Croats

**Ivana Radić**, dr. sc.



-The Violence of Children and Minors

**Goran Radoš**, dr. sc.



-Media and National Security

**Ana Raguz Šutalo**, mag. psych.



-Psychological Counselling  
-Violence Against Children and Among Children

**Miroslav Rajter**, izv. prof. dr. sc.



-Production Thesis  
-Theory of Psychological Testing

izv. prof. dr. sc. **Vladimira Rezo**



-Culture, Identity and Globalization

**Zvonimir Savić**, dr. sc.



-Economic Potentials of Emigrants

izv. prof. dr. sc. **Sandro Skansi**



-Contemporary philosophy  
-Logic and Methodology of Science  
-Master thesis

izv. prof. dr. sc. **Andreja Sršen**



-European Society and Integral Ecology  
-European Union and Civil Society  
-European Union Institutions  
-EU Sustainable Development Policies  
-Geopolitics and Global Security  
-Graduate work  
-International Relations  
-Sociology of Croatian Society 5

**Željka Struk**, prof.



-Great Directors of European Cinema

**Ines Sučić**, izv. prof. dr. sc.

-Forensic Psychology

doc. dr. sc. **Luka Šikić**-Data processing  
-Multivariate Statistical Methods  
-Social media analytics**Nikolina Šimetin Šegvić**, mag. hist.-Social Changes in the Republic of Croatia in 20th Century  
-Social Changes in the Republic of Croatia in 20th Century**Nikola Šimunić**,

-Demographic Revitalization Patterns

doc. dr. sc. **Matija Mato Škerbić**-Master thesis  
-Methods of Teaching Philosophy, Logic and Ethics  
-Philosophical methodology  
-Philosophy of Education  
-Philosophy of Game and Sportsdoc. dr. sc. **Stjepan Šterc**

-Graduate Thesis

doc. dr. sc. **Vladimir Šumanović**-Democratic Changes in the Republic of Croatia  
-Diploma Thesis (Science Stream)  
-International Relations  
-Master thesis  
-Yugoslav security services from 1944. to 1992.**Iva Šverko**, prof. dr. sc.-Production Thesis  
-Psychology of profession choices**Iva Tadić**, dr. sc.

-Working with Students with Special Educational Needs

**Iva Takšić**, v. pred.

-Factor Analysis

izv. prof. dr. sc. **Mladen Tomorad**-Culture of Travel to the Ancient East and Egypt during the 19th and 20th Century  
-Diploma Thesis (Science Stream)  
-History of Egypt, Greece and Rome in Film Art - Facts vs. Fiction  
-Master thesis  
-Research group - Sources of Egyptian, Greek and Roman History**Davor Trbušić**, dr. sc.-Legal and Ethical Public Relations Standards  
-New Media and Digital Marketing  
-Risk Management and Crisis Communicationdoc. dr. sc. **Kristijan Turkalj**

-Diplomatic and Consular Affairs

izv. prof. dr. sc. **Tamara Tvrtković**-Master thesis  
-Methods of Teaching Latin  
-Overview of Latinity in the Age of Humanism and the Renaissance  
-Overview of Latinity in the Post-Renaissance Perioddoc. dr. sc. **Ivan Uldrijan**

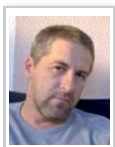
-Media in Education

**Petar Ušković Croata**, mag. educ. philol. et lat. croat.-Heritage of Other Cultures in the Croatian Culture  
-Pagan and Christian Themes in Croatian Literatureprof. dr. sc. **Joost Van Loon**

-Risk Society

**Vanesa Varga**, doc. dr. sc.-Concepts and Theories of Media Effects  
-Mass Communication: Sociological Aspects  
-Social media

izv. prof. dr. sc. **Darko Vitek**



- Master thesis
- Theory of History

izv. prof. dr. sc. **Karolina Vrban Zrinski**



- Croatian Stage Art
- Development of the Croatian language
- Introduction to Scientific Research
- Literary Stylistics
- Master thesis
- Media Training
- The Speech Culture

izv. prof. dr. sc. **Dario Vučenović**



- Developmental disabilities of Children and Youth
- Development in the Social Context
- Evaluation and Measurement of Personality
- Psychology of Advertising
- Research Project
- Risks of Mass Communication
- Student Placements

izv. prof. dr. sc. **Vlatka Vukelić**



- Democratic Changes in the Republic of Croatia
- Diploma Thesis (Science Stream)
- Economic History of Croatian Modern Society
- History of education
- Master thesis
- Roman Military in Croatia

prof. dr. sc. **Sanja Vulić Vranković**



- Contemporary Croatian Literature produced outside Croatia
- Croatian Language Teaching in the Diaspora
- Croatian Press in the Diaspora
- Culture of Croats in the Diaspora
- Lexicology and Lexicography of the Croatian Language
- Literature and Culture of Croats in the Diaspora
- Literature and Culture of the Croats in the Diaspora
- Master thesis
- Research Project
- Word Formation in the Croatian Language

**Marija Zelić**, mag. soc.



- Digital Sociology

prof. dr. sc. **Dubravka Zima**



- Croatian Children's Literature
- Ivana Brlić-Mažuranić
- Master thesis

**Valentina Žitković**, mag. psych.



- Regression Analysis

**Marina Živković**, mag. nov.



- Event Management & Planning.